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ABSTRACT

This primer was developed to help secondary school foreign language teachers to encourage and promote reading in their curricular programs. Guidelines and suggestions are offered on ways teachers can stimulate student reading by capitalizing on student interests and on ways teachers can reinforce vocabulary and comprehension skills. The manual's first section introduces the idea of teaching reading skills in foreign language classes. Other sections include: (1) evaluating the reading abilities, interest, and attitudes of students; (2) selecting appropriate instructional materials; (3) vocabulary improvement techniques; (4) reading comprehension improvement techniques; (5) techniques to improve study skills; (6) techniques to stimulate reading; and (7) a bibliography of books and articles related to reading. (CJ)

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PREFACE

This primer was written as a class project in RDG 467, Spring 1978. The students were Foreign Language teachers from many states with years of experience. Before coming to Arizona and taking the required certification courses in reading, they never considered the role of reading related practices in their subject area. The activities and philosophy of this primer reflect how reading can be successfully integrated into the Foreign Language curriculum, to improve the students' vocabulary, comprehension and study skills as they are needed to succeed in that area. The ideas and suggested lessons are practical. Most have been classroom tested through the RDG 480 practicum experience. This primer compliments the Fall 1978 RDG 467/480 Syllabus which provides instruction in how to develop the sample lessons and teaching methods described.

The Foreign Language teacher is essentially teaching a whole new "vocabulary". Any technique which builds and promotes a basic understanding of words, their development, their nuances, their appreciation, will facilitate the mastery of a new language. Comprehension of a written passage is even harder in a newly acquired language. Obviously the more guidance and skill development the teacher can provide in appropriate reading techniques and approaches will only increase understanding.

I know the idea of reading/study/thinking skills in a Foreign Language class is new to many. Just have an open mind when you read this primer, try out and experiment with these or similar activities and experience for your yourself their effectiveness and value. Since this is a "primer", it is just a "beginning"...it is up to you, the reader or student, to go beyond.

ACKNOWLEDGEMENTS

This primer is a reality because of the creative work of the students and teachers whose names appear on the title page. They relied on selected assignments and activities previously turned in for RDG 467, materials in the Reading Resource Room, textbooks on reading, and most of all, their own practical knowledge of foreign language teaching. A word of thanks to Mrs. Jan Cummings who served as advisor and inspiration to this group. I would also like to give special thanks to Mrs. Dorolis Wade, secretary to the secondary reading staff, for her excellent typing and proofreading.

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Skills needed in Foreign Language learning.

SKILLS NEEDED IN THE CONTENT AREA

Besides study and textbook skills for foreign languages, a student also needs to acquire oral and audio-visual skills, as foreign languages place more emphasis on performance the first two years of study. Below are some of the skills we feel are necessary to teach students in the foreign language field.

1. Recognition of sound-symbol correspondences. Which spellings represent which sounds.

2. Proper pronunciation in the foreign language.

3.. Discrimination of sounds not familiar to the English-speaking ear. Examples are stop d versus fricative d, r versus rr, stop b versus fricative b in Spanish; front rounded u, uvular r in French; the ch back fricative (a variant of K), and the front rounded u in German.

4. Comprehension of oral structure signals. Does the phrase "Ellos juegan con la pelota" refer to one or more person?

5. Listening comprehension in which students are able to choose the picture of the vocabulary word given, or see the picture and write the word. Examples: hear "le poisson" and choose a picture of a fish and not a picture of a bottle of poison. See a picture of a desert and write "le desert."

6. Oral communication as well as a student's skill and aptitude level permit. This is possibly the most important goal of all in foreign languages.

The above skills concentrate mostly on the oral and audio-visual aspect of foreign languages. The following skills, taken from Dr. Dorothy Piercey of A.S.U.'s College of Education Reading Department, concentrate more on the general skills needed for reading in a foreign language.

Students should be able to read in a foreign language so that they are able to

1. Assign to foreign words the meaning of English equivalents and to English words their foreign equivalents.

2. To recognize in foreign words the basis of the English language

3. To value and think through expressions peculiar to the language, such as idioms and slang.

4. To extract the appropriate definition from a foreign language dictionary.

5. To understand the literature, newspapers, or other materials written in the foreign language without translating the selection into English first.

6. To interrelate facts and concepts concerning the people, culture, customs, geography, and history of the country whose language is under study

Textbook skills in Foreign Language learning.

The textbook continues to play a primary role in the FL (foreign language) classroom, the selection of the appropriate text is the first step in assuring a successful learning experience and should be selected with the student language and reading level in mind.

Student familiarization and skills include the purpose and objective of the book and the reason for selection of the text. After orientation to the book the student should:

1. Correctly identify the various elements of the text.
2. Use the table of contents and the index to find grammatical references.
3. Be familiar with, and able to use, the combined vocabulary at the end of the text.
4. Use the grammatical charts contained within the appendix.
5. Understand the structure of the individual lesson units.
6. Be able to use the pronouncing gazette.
7. Readily identify colour coding for: basic material, grammar, materials for fun and cultural awareness, and reference if colour coding is used in the text
8. Be able to follow the different kinds of exercises in oral, audio or written form.
9. Be able to utilize the bibliography as a useful instrument of outside the classroom resource.

Evaluating the reading abilities, interests and attitudes of the students.

INTEREST INVENTORY

This inventory, or one like it, should be given at the beginning of the school year. It will help you get to know your students as well as inform you of where their interests lie. Once aware of these interests, it is possible to get a lead on an idea of how to help a particular student should he or she experience trouble within the content area during the year.

1. List three things that you like to do on the weekend.

2. List three things you don't like to do on the weekend.

3. List three things you like to do during the week.

4. List three things you don't like to do during the week.

5. What classes have you enjoyed the most to this date (that is, up to right now), and why?

6. What classes have you enjoyed least, and why?

7. Name three books that you think have had an influence on the way you think, feel, or act today.

8. Which of the following do you read, and give a rough estimate of how often you read them.
   Newspaper from cover to cover
   Newspaper editorial page only
   Newspaper editorial page and comics
   Newspaper editorial page, comics and Dear Abby
   Comics, Dear Abby, and want ads
   Comics and Dear Abby
   Dear Abby and want ads
   Dear Abby
   Want ads
   Magazines about hunting and fishing, guns
   from cover to cover? certain articles?
   Ladies magazines (Family Circle, Journal, McCalls, Woman's Day, etc.)
   cover to cover? stories? feature articles? recipes?
   Movie magazines
   cover to cover? articles over certain stars?
   gossip columns?
   Other (Please give name, and what you usually read out of it)

9. Do you enjoy reading? Why or why not?

10. Who reads in your family? Do they enjoy it? Please try to give an idea of the amount of time spent in reading.

11. About how many hours a week do you watch T.V.?

12. What kind of programs do you like to watch?

13. What kind of books do you like to read?

14. About how many hours a week do you think your family watches T.V.?

15. What do you want to do most when you get out of school in the afternoons?

16. What do you want to do most when you get out of school for good?

ATTITUDE INVENTORY

This inventory also should be given at the beginning of the school year, either along with the Interest Inventory, or the day after it. The Attitude Inventory is designed to give you an idea of the student's attitudes towards the content area, as well as to help them clarify the values they may hold aready about the content area.

Instructions: Students are to choose the answer that best shows their feelings about the statement on some; on others, they are to answer as best they can, or fill in the blank with the word they feel best completes the sentence.

1. I'm taking a foreign language this year because
a. I have to get my requirement out of the way.
b. my parents want me to.
c. I'm curious to see what learning a foreign language will be like
d. I want to travel an feel it's important to know a language
e. I want to try something new.

2. When I hear people speaking a foreign language when I'm out somewhere
a, I feel uncomfortable because I don't understand what's being said
b. I think they're talking about me or my friends
c. it doesn't bother me
d. I think they're dumb because they can't speak English
e. I wonder what they're doing here in the U.S.

3. Why should I learn a foreign language? I'm never going to travel outside the United States! Does this statement apply to you
a. always
b. sometimes
c. never
d. not sure

4. I think a foreign language will be
a. harder than English
b. just as hard as English
c. easier than English
d. not sure how hard or how easy it will be

5. My impression of Spanish-speaking people is that

6. My impression of French-speaking people is that

7. My impression of German-speaking people is that

8. If I had a chance, I would travel to _____.

9. I don't want to travel because foreign countries

10. Everyone knows that foreign countries are

11. Some foreign" foods I like are

12. You are in Brasil. A young man on the bus you are riding on keeps staring at you. What would you do?

13. You are in Germany as an exchange student. Most young people your age drink beer, but your religion doesn't permit drinking alcoholic beverages. What would you do?

14. You are in Colombia as an exchange student, and living with a Colombian family. You would like to take a hot shower in the evenings, but you have seen the maid washing dishes at night with cold water. You conclude there is no hot water at night, but you really would like a hot shower. What would you do?

15. You are at Disneyland with your family. While going around the park you notice that there are people from all over the world there, and many of them don't speak English.. Later that night at your hotel, a lady inobvious distress comes up to you, speaking a language that you don't recognize. What would you do?

16. What do you want to get from learning a foreign language?

Cloze Testing

The Cloze test is an instrument used to determine the suitability of a text for a given class. It is intended to measure both the degree of readability of the text and the ability of the students to handle the text.

The test is constructed in the following manner:

1. Select passage. From the textbook adopted for your class, select a passage of 250-350 words from midway through the book. The selection should not include material previously read by your students and should include complete paragraphs so that the students will have the benefit of complete thought units within the selection.

2. Identify words to be deleted. Lightly underline every fifth word in the selection. These will be words that will be deleted and that the students will need to supply on their test copies. It is recommended that you start your deletions in the second sentence of the selection and stop in the next to the last sentence.

3. Prepare a stencil. Type the selection on a stencil with blanks substituted for each of the words previously underlined. All blanks should be of equal length--long enough to allow the students to write-in the longest deleted word.

The test is administered in the following manner:

After making enough test copies to examine each student in your class, distribute one mimeographed passage to each student and stress the following points in your oral directions to the students.

1. Only one word should be written for each blank.

2. Students should try to fill in every blank on the mimeographed sheet; therefore, guesses are encouraged.

3. Incorrect spellings are not counted as errors; however, each supplied word should be recognizable.

4. A cloze test is not a timed test.

The test is scored in the following manner:

In order to determine each student's raw score on the cloze test, count as correct only those words that are exact matches of the deleted words. Synonyms are not counted as correct. The only exception to this rule occurs when it is obvious that the student misspelled the correct word. Since your goal is to determine how well he can read the text material and not

to test his spelling ability, the student should not be penalized for his misspellings. Inappropriate word endings (s, ed, er, ing) should be counted as incorrect. This usually indicates that the student is not aware of the complete meaning of the passage. The raw score for each student will be the number of exact word replacements.

In order to establish the criterion for the three reading levels--independent, instructional and frustration--two simple calculations are necessary. First, to establish the lower limit raw score for the instructional level, multiply the number of words you deleted in your passage by 40%. Next obtain the upper limit raw score for the instructional level by multiplying the number of deleted words by 60%.

Example:

1. Total words in passage 300

2. Number of words deleted 60

3. 40% or .40

   x 60
   24.00 (Lower limit raw score for instructional level)

4. 60% or .60

   x 60
   36.00 (Upper limit raw score for instructional level)

After obtaining these lower and upper limits, place each student in the appropriate category based upon the raw scores. Using the example noted above, the following raw score categories could be established:

Raw score $\leq$ 23 = Frustration level

Raw score = 24 through 36 = Instructional Level

Raw score $\geq$ 37 = Independent Level

I used the attached test in a third year French class. The text is taken from the reader they were using at the time, Les Aventures du petit Nicolas by René Goscinny and Jean-Jacques Sempé. Three of the five students scored at the instructional level and two at the frustration level.

Since the reader is a text book developed to be taught in conjunction with class instruction I think the three students at the instructional level scored where they should have. The book should be a little difficult for them, since it is intended to teach them new vocabulary and structures in French and is not intended to be used as independent reading material for students at that level.

I also believe that even the students scoring at the frustration level can use the text profitably with the proper instructional aids and guidelines. They would, however, probably need more guidelines than the students who scored higher.

I do not believe, however, that the Cloze test is a valid instrument to determine either the readability of the text or the student's reading ability in a foreign language. In the first place, the student is not as familiar with the foreign language as he is with his native language, so structures, patterns, and vocabulary do not come to mind as quickly and as easily as they do in English. Secondly, the text itself provides a number of reading aids and guidelines through marginal notes containing vocabulary and grammar explanations, a glossary, and verb tables in the appendices. These aids do not appear on the Cloze test, thus making it difficult to assess the text's effectiveness.

A better use for the Cloze test in the foreign language classroom would be as an instructional device. For this purpose, instead of deleting every fifth word, delete key words from the text. Use the exercise to practice certain grammatical structures or as a vocabulary expansion exercise. Accept synonyms of deleted words as correct. Then have students make comparisons between their completions and the original text, discussing their choices with them. Included is a sample of the manner in which my original Cloze test can be changed to be used as an instructional device.

Publications which study the use of the Cloze as an instructional exercise include:

Borinick, Robert and Geneviève S. Lopardo. "An Instructional Application of the Cloze Procedure." Classroom Strategies for Secondary Reading. Ed. John Harker. International Reading Association, 1977.

Jongsma, Eugene. The Cloze Procedure as a Teaching Technique. Reading Information Series: Where Do We Go? Newark, Delaware: International Reading Association+Eric/Crier, 1971.

Pomeroy, Marion. "Teaching Reading through Audio-tutorial methods." Ph.D. Dissertation, Purdue University. West Lafayette, Ind.: 1977.

LES AVENTURES DU PETIT NICOLAS

Aujourd'hui, à l'école, la maîtresse a manqué. Nous étions dans la cour, en rang, pour entrer en classe, quand le surveillant nous a dit:

--Votre maîtresse est malade, aujourd'hui.

Et puis, monsieur Dubon, le surveillant, nous a conduits en classe. Le surveillant, on l'appelle le Bouillon, quand il n'est pas là, bien sûr. On l'appelle comme ça, parce qu'il dit tout le temps: "Regardez-moi dans les yeux!"--Et dans le bouillon il y a des yeux. C'est vrai, ça, le gras du bouillon, ça fait des ronds comme des yeux. Moi non plus je n'avais pas compris tout de suite; c'est des grands qui me l'ont expliqué. Le Bouillon a une grosse moustache et il punit souvent. Avec lui, il ne faut pas rigoler. C'est pour ça que nous étions embêtés qu'il vienne nous surveiller. Mais, heureusement, en arrivant en classe, il nous a dit:

--Je ne peux pas rester avec vous. Je dois travailler avec monsieur le Directeur. Alors, regardez-moi dans les yeux et promettez-moi d'être sages.

Tous nos yeux en même temps ont regardé dans les siens et nous avons promis. D'ailleurs, nous sommes toujours assez sages.

Mais il avait l'air de se méfier, le Bouillon. Alors, il a demandé qui était le

meilleur de la classe.

--C'est moi, a dit Agnan, tout fier.

Et c'est vrai, Agnan c'est le premier de la classe. C'est aussi le chouchou de la maîtresse. Nous autres, on ne l'aime pas trop, mais on ne peut pas le battre aussi souvent qu'on le voudrait, à cause de ses lunettes.

--Bon, a dit le Bouillon, tu vas venir t'asseoir à la place de la maîtresse et tu surveilleras tes camarades. Je reviendrai de temps en temps voir comment les choses se passent. Révisez vos leçons.

Agnan, tout content, est allé s'asseoir au bureau de la maîtresse, et le Bouillon est parti.

LES AVENTURES DU PETIT NICOLAS

Aujourd'hui, à l'école, la maîtresse a manqué. Nous étions dans la cour, en rang, pour entrer en classe, quand le surveillant nous a dit:

--Votre maîtresse est malade, aujourd'hui.

Et puis, monsieur Dubon, le surveillant, _____ a conduits en classe. Le surveillant, on _____ appelle le Bouillon, quand il n'est _____ là, bien sûr. On l'appelle comme ça, parce qu'il dit _____ le temps: "Regardez-_____ dans _____ yeux!" --Et dans le bouillon il _____ a des yeux. C'est vrai, ça, le gras du bouillon, ça fait des ronds comme des yeux. Moi non _____ je n'avais pas compris _____ de suite; c'est des grands _____ me l'ont expliqué. Le Bouillon a une grosse moustache et il punit souvent. Avec _____, il ne faut pas rigoler. C'est pour _____ que nous étions embêtés qu'il vienne nous surveiller. Mais, heureusement, _____ arrivant en classe, il nous a dit:

--Je ne peux pas _____ avec vous. Je dois travailler avec monsieur _____ directeur. Alors, regardez-moi dans les yeux et promettez-moi _____ être sages.

Tous nos yeux en même temps _____ regardé dans les _____ et nous avons promis. D'ailleurs, nous sommes toujours assez sages.

Mais il avait l'air _____ se méfier, le Bouillon. Alors, il a demandé _____ était le meilleur _____ la classe.

--C'est moi, a dit Agnan, tout fier.

Et c'est vrai, Agnan c'est le premier _____ la classe. C'est aussi _____ chouchou de la maîtresse. Nous autres,

on ne l'aime pas trop, mais on ne peut pas_____battre aussi souvent qu'on le voudrait, à cause_____ses lunettes.

--Bon, a dit le Bouillon, tu vas venir _____asseoir à la place de la maîtresse et tu surveilleras tes camarades. Je reviendrai de_____en temps voir comment les choses se passent. Révisez vos leçons.

Agnan, tout content,_____allé s'asseoir au bureau de la maîtresse, et le Bouillon est parti.

With the exercise constructed in this manner students would be required to supply correct definite articles, object pronouns, prepositions and terms to complete idiomatic expressions. Thus the ability to use these grammatical structures as well as the idiomatic vocabulary is practiced.

Foreign Language - - Group Reading Inventory.

The problem of providing for individual differences in foreign language (FL) reading, is unlike problems found in other learning areas. The instructor teaching a FL in Seconadry Schools, is confronted with students who are just beginning to learn a new language. They have not reached the independent reading level yet. Thus the Group Reading Inventory becomes also an overall performance inventory taking other learning aquisitions into consideration. (The FL Group Inventory, according to David L. Shepherd, follows the diagnostic survey test based on English very closely. It must be remembered that FL content reading is only meaningful once the student has progressed thrcugh the initial learning stages of the language. He must have also succeeded in aquiring the necessary vocabulary limit of approximately 1000 words, as noted by Otto F. Bond, before specific student reading deficiencies can be analysed).

I. Use between 35 - 40 questions.

II. Questions are designe to measure the following skills.

A. Textbook familiarization.
   1. Table of content, glossary.
   2. Index to grammatical references.
   3. Combined vocabulary at the end of the text.
   4. Purpose of the textbook and accompanying workbooks.
   5. Pronouncing gazette.

B. Vocabulary needs.
   1. Meaning of words in tranlation
   2. Cognates
   3. Recognize different word forms.

C. Word recognition.
   1. Syllable separation
   2. Accented syllable designation
   3. Meanings and use for prefixes and suffixes

c. Using correct pronounciation.

.C. Comprehension.

1. Retelling the main idea.
2. Recalling details.
3. Noting cultural differences.
4. Drawing conclusions

III. Choose a one page reading selection from the textbook.

IV. Administering the inventory.

A. Explain purpose of test and skills mrasured.
B. Questions will be read twice.
C. Students may use their books.
D. Introduce reading selection, cover new vocabulary and give an explaination on the background and the particular topic.
E. Read selection.
F. Ask questions on the vocabulary and meaning of the main ideas in the selection.

V. A student is considered to be deficient in any one specific skill if he answers or pronounces more than one out of three questions incorrectly, or more than two incorrectly when there are more than three questions measuring the skill.

VI. Scores should range between 70% - 90%.

VII. The sample form of the inventory should be in the specific FL being administered.

textbook parts

1. "How many units or learning activities are covered by your text-book?"
2. "How does the colour coding in the table of content help you?"
3. "Where do you find the grammatical reference tables?"
4. "In what part of the book would you find hints for pronounciation?"
5. "How would you use the vocabulary appendix?"
6. " Where would you find the principal parts of irregular verbs?"

	7.	"What do you think is the intent of this particular textbook?"
vocabulary needs	8 - 12.	"What does _____ mean in English?"
	13.	Define the literal translation of the noun _____ .
meaning of words	14.	"Cognates are what type of vocabulary?"
	15 - 18.	"What tense does the irregular verb _____ carry?"
word recognition	19.	"When do you experience stem and vowel changes?"
pronouncement of oral accents	20.	"Why do you think _____ is accented on the last syllable?"
note special meanings	21 - 25.	Prefixes and suffixes can change the meaning of a word. Give four examples.
using correct pronunciation	26 - 30.	Students should pronounce several words which are particulary difficult for the English speaker.
comprehension	31.	"What was the main idea of the story which you just read?"
recalling details	32.	"Can you relate some of the incidents that happened to the principal character?"
noting cultural differences	33.	Have the student give some typical cultural traits for your FL area. Example: "How do the eating habits in _____ differ from ours?"
drawing conclusions	34 - 37.	Pose questions as to symbolism, comparisson and reasons for certain action not specifically contained in the story.

Individual performance inventory.
(foreign language)

A. The individual performance analysis as a diagnostic survey is used within the area of foreign language teaching as a means to isolate individual student deficiencies in the following areas:
   1. Pronounciation (reading and conversation)
   2. Vocabulary translation (comprehension)
   3. Grammar application (language useage)

B. The teacher must identify and correct faulty pronounciation. There is no substitude for good teacher - student interaction.

C. While the student is reading a short passage, oral deficiencies are detected and noted. Corrective action should be taken before pronounciation problems become a habit

D. Corrective measures:
   1. Pronounciation problem elimination should be attacked in the following sequence:
      a. Consonants and vowels.
      b. Stress, rythm and intonation.
   2. The teacher pronounces a problem word and the student repeats it, until the student's sound pattern matches that of the teacher closely. Repetition is the key to good intonation matching. Complex sound systems cannot be learned overnight and need continous instructor monotoring and evaluation. (For instance the umlauted vowels ä and ü in German) Individual student performance can be aided by.
      a. Having the student utilize AV equipment.
      b. Student involvement with native groups and speakers.

E. In order to achieve satisfactory and accurate student pronounciation, constant instructor monotoring and teaching is required. The student must overcome the habit of language transfer so that he can perform phonemic in the target language.

Standardized tests used to determine a student's reading level include the Nelson-Denny Reading Test, the Davis test, the California Test of Basic Skills, the Stanford Reading achievement test, the Iowa Silent Reading test as well as a variety of others. Each of these has its own characteristics and focal points. Like all standardized tests, standardized reading tests each have advantages and disadvantages. Some of the advantages to using this kind of test are:

1. its mass administration
2. since the test is prepared by experts the teacher does not have to rely on his own test-making abilities
3. they are quick and easy to administer
4. they compare student's reading achievement to a national norm or to other schools and classes
5. they assess the impact of the school program
6. they identify areas of weakness in the student
7. they can help determine appropriate instructional materials
8. they provide screening to locate the underachiever
9. they diagnose the student's reading level
10. they can be used to refer the student to special programs

The disadvantages of the test include:

1. the test conditions must be ideal in order for the test to produce absolutely valid scores and this is seldom possible
2. factors such as distractions, frustrations and nerves in the student
3. directions (or administration) of tests can influence student success
4. physical factors at the time of administration of the test, such as student's health, time of day, temperature in the room, lighting
5. topics on the test may not interest the student
6. tests discriminate against the slower student
7. because the test is based on national comparison, there is no local norm
8. human error in scoring
9. it is not based on content area information
10. the guessing effect
11. these tests assume a certain experiential background that not all students have
12. frustration level of the student
13. the floor and ceiling of the test itself

These tests can be useful to the foreign language teacher in that they can give him an idea of the student's reading ability in his native language. He can then use this information to help diagnose, predict, and/or understand the student's ability to learn the foreign language. If a student has difficulty with reading skills in his native language, he will undoubtedly have difficulties with the same skills in the target language. Or a student who excells in reading English can be encouraged to do advanced work and to succeed in the target language. In this way the teacher can know what techniques he can use to help the student learn.

Certain diagnostic tests, such as the Durrell and the Spache which analysize the student's skills in phonics discrimination, can be very useful to the language teacher. Knowing a student's performance on these tests can help him spot and better understand certain sound discrimination problems the student may be having in the target language.

The San Diego quick assessment and other quick assessment tests can give the language teacher an idea of the student's reading ability in his native language and help him better evaluate the student's ability in the target language.

Administration of the San Diego test

1. Type out lists of ten words on an index card. The first list should be very simple, basic words of one syllable from the beginning reading level. Make the words in each list slightly more difficult, increasing the levels one by one through the twelth grade or college level.

2. Ask the student to read the words aloud to you. Begin with a card that is at least two years below the student's grade level assignment. If he misses any on the list, drop to easier lists until he makes no errors. This indicates the base level.

3. Write down all incorrect responses or use diacritical marks on your copy of the test.

4. Encourage the student to read words he does not know so that you can identify the techniques he uses for word recognition.

5. Have the student read from increasingly difficult lists until he misses at least three words.

Analysis

1. The list in which a student misses no more than one of the ten words is the level at which he can read independantly. Two errors indicate his instructional level. Three or more errors identify the level at which reading material will be too difficult for him.

2. An analysis of a student's errors is useful.

3. As with other reading tasks teacher observation of student behavior is essential. Such things as posture, facial expression, and voice quality may signal restlessness, lack of assurance, or frustration while reading.

This test would be easily adaptable for use in the target language as a diagnostic technique. Instead of using English words in the lists use words in the foreign language. The student's performance on the test will indicate his level of word recognition, phonetic discrimination, and pronunciation skills.

Selecting Appropriate Instructional Materials

READABILITY OF FOREIGN LANGUAGE TEXTS

Purposes and Procedural Description of Foreign Language Readability Formula.

As foreign languages differ from each other so much, there is no one usuable readability formula as there is for English. At the time of writing, there is a readability formula for French and Spanish, but none for German.

The basic premise of a readability formula is to show the teacher whether or not a particular text would be suitable for his or her foreign language class, based on the difficulty of a series of passages (3) taken from the beginning, middle and end of a text.

The Spanish readability formula was designed by Seth Spaulding, and is reasonably easy to use. In order to ascertain the Relative Reading Difficulty of a text(or passage in question) you must select a suitable passage. Spaulding suggests a passage of 300 to 500 words, although a passage with fewer words will work just as well. If out of a passage of 400 words you have 20 sentences, the formula you use to reach Average Sentence Length is

$$\frac{\text{total words}}{\text{Total sentences}} = \text{Average Sentence Length}$$

Then, you must go over the words in the passage to see how many do not appear on the Density Word List. Say that out of a 400 word passage there are 10 words that are not on the Density Word List, then

$$\frac{\text{no. of words not on List}}{\text{total words}} = \text{Density}$$

To arrive at the Relative Reading Difficulty, you must plot your figures on the Readability graph, which is shown on the next page. Where the line you plot crosses the Graph in the middle, this is the relative reading difficulty of the material being measured.

In working with this formula it is important to remember that all proper names, numbers, days of the week and months of the year are considered as appearing on the Density Word List. Also, any word that does <u>not</u> appearon the list but shows up within the passage at least three times is to be considered known and on the List.

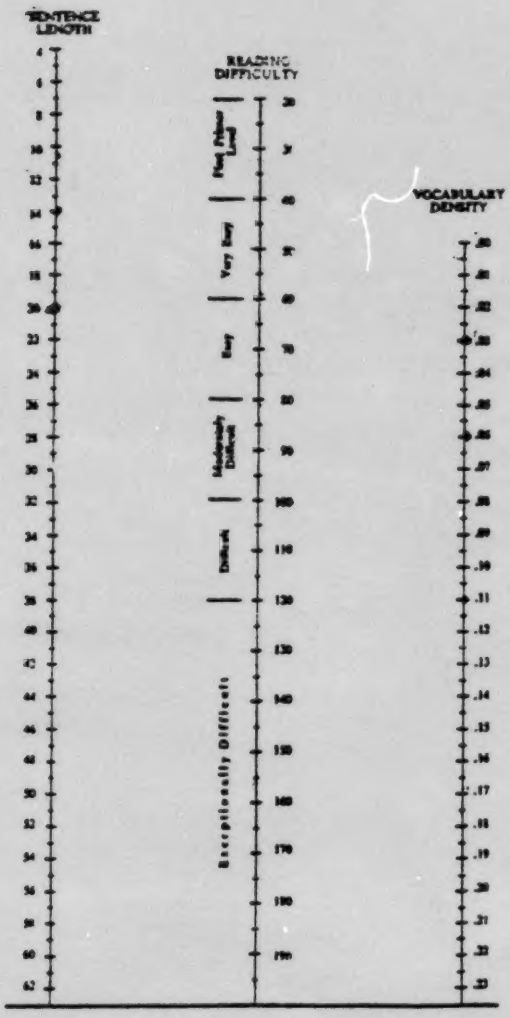

FIG. 1. Readability graph. Plot *Average Sentence Length* on the Left Column and *Density* on the Right Column. Connect the two plottings with a ruler or a straight line. The point at which the line crosses the Center Column indicates the Relative Reading Difficulty of the material being measured.

Spaulding, Seth. "A Spanish Readability Formula," The Modern Language Journal, Vol. XL, No. 8 (Dec. 1956) pp. 441-443.

[illegible] seems to offer maximum reading ease. Similarly, research has shown that leading (space between the lines) is as significant in determining physical readability as is type size.[1] For less than mature readers, of course, type size and leading must be increased. The author's research in rural areas of Latin America shows that type of 16–18 point with considerable leading is needed to assure maximum readership of reading materials prepared for adult semi-literates.

Pictorial illustrations can be a communication medium much as is the printed word. They also add to readability in that they hold interest. Illustrations, in general, should be bold, realistic, to the point, including only the essential points of the concept which they are meant to portray. In research the author has carried out in Latin America, it was found that adults reading Spanish booklets which included full page pictorial illustrations for every major idea in the text, remembered an average of 67% more than comparable adults reading the same booklets without illustrations.[2]

Foreign-language teachers and Spanish-speaking educators, of course, must also be extremely critical in evaluating the subject content and conceptual style of the publication in terms of aims and objectives of the instructional or communication program. A jumble of words selected from the [illegible] Word List can be punctuated into sentences so as to measure easy on the Readability Formula but still say nothing. The Readability Formula must be used intelligently.

All other factors considered, however, readability of the language used is a prime factor in determining what people read. Of publications available, people choose first what is easy to read and of those items that are easy to read they choose according to subject matter interest. Thus, whether the intended audience of a book is an adult semi-literate in rural Peru, a highly-literate businessman in Mexico City, or a student in a first-year Spanish course in Wabash, U.S.A., the Spanish Readability Formula, or *Formula de "Lecturabilidad,"* should be a useful tool in helping select appropriate instructional, educational and informational materials.

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[1] See D. G. Paterson and M. A. Tinker, *How to Make Type Readable*, New York: Harper and Brothers, 1940, 209 pp.

[2] See (1) Seth Spaulding, "Research on Pictorial Illustration," *Audio-Visual Communication Review*, III, 1 (Winter, 1955), pp. 35–45.

(2) ———, "An Investigation of Factors Influencing the Communication Potential of Pictorial Illustrations," *Audio-Visual Communication Review*, IV, 1 (Winter, 1956).

DENSITY WORD LIST*

[illegible]	acerca	adiós	agradar	alegre	allí	ancho
abajo	acercar	admirable	agradecer	alegría	amable	andar
abandonar	acertar	admiración	agregar	alejar	amante	ángel
aborrecer	acompañar	admirar	agua	algo	amar	angustia
abrazar	aconsejar	admitir	aguardar	alguien	amargo	animal
abrir	acordar	adonde	ahí	algún (-o)	amargura	animar
absoluto	acostumbrar	adorar	ahogar	aliento	ambos	ánimo
abuelo	actitud	adquirir	ahora	alma	amenazar	anterior
aquí	acto	advertir	aire	alrededor	americano	antes
acabar	actual	afán	ajeno	alterar	amigo	antiguo
acaso	acudir	afecto	al	alto	amistad	anunciar
aceración	acuerdo	afirmar	ala	altura	amo	añadir
aceite	adelantar	afligir	alcalde	alumbrar	amor	año
acento	adelante	agitar	alcanzar	alzar	amoroso	apagar
aceptar	además	agradable	alegrar	allá	anciano	aparecer

* In computing the Density factor of the Spaulding Spanish Readability Formula, consider all proper names, numbers, days of the week and months of the year as appearing on the list. Appreciation is expressed for the kind permission of Henry Grattan Doyle and the Committee on Foreign Language Teaching of the American Council on Education to use the data in the Buchanan study (*A Graded Spanish Word Book*, University of Toronto Press, 1941) in the preparation of this list.

This page and the following four pages taken from Spaulding, Seth. "A Spanish Readability Formula," The Modern Language Journal, Vol. XL, No. 8 (Dec. 1956) pp. 441-443.

apartar-efecto

apartar
aparte
apenas
aplicar
apoyar
aprender
apretar
aprovechar
aquel, aquél
aquí
árbol
arder
ardiente
arma
armar
arrancar
arrastrar
arreglar
arriba
arrojar
arte
artículo
artista
asegurar
así
asiento
asistir
asomar
asombrar
aspecto
aspirar
asunto
atar
atención
atender
atento
atrás
atravesar
atreverse
aumentar
aun, aún
aunque
ausencia
autor
autoridad
auxilio
avanzar
ave
aventura
avisar
ay
ayer
ayudar
azúcar
azul

bajo
balcón
bañar
barba
base
bastante
bastar
batalla
batir
beber
belleza
bello
bendecir
bendito
besar
beso
bestia
bien (*s., adv.*)†
blanco
blando
boca
boda
bondad
bonito (*adj.*)
bosque
bravo
brazo
breve
brillante
brillar
buen (-o)
burla
burlar
buscar

caballero
caballo
cabello
caber
cabeza
cabo
cada
cadena
caer
café
caída
caja
c(u)alidad
calma
calor
callar
calle
cama
cambiar
cambio
caminar

campaña
campo
cansar
cantar
cantidad
canto
capa
capaz
capital
capitán
capítulo
cara
carácter
cárcel
cargar
cargo
caridad
cariño
carne
carrera
carro
carta
casa
casar
casi
caso
castellano
castigar
castigo
causa
causar
ceder
celebrar
célebre
centro
ceñir
cerca
cercano
cerebro
cerrar
cesar
ciego
cielo
ciencia
cierto (-amente)
circunstancia
citar
ciudad
civil
claridad
claro
clase
clavar
cobrar
cocer

cólera
colgar
colocar
color
columna
combatir
comedia
comenzar
comer
cometer
comida
como, cómo
compañero
compañía
comparar
complacer
completo
componer
comprar
comprender
común
comunicar
con
concebir
conceder
concepto
conciencia
concluir
conde
condenar
condesa
condición
conducir
conducta
confesar
confianza
confiar
conforme
confundir
confusión
confuso
conjunto
conmigo
conmover
conocer
conocimiento
conque
conquista
consagrar
consecuencia
conseguir
consejo
consentir
conservar
considerar
consigo

constituir
contruir
consuelo
consumir
contar
contemplar
contener
contento
contestar
contigo
continuar
continuo
contra
contrario
contribuir
convencer
convenir
conversación
convertir
convidar
copa
corazón
corona
correr
corresponder
corriente
cortar
corte
corto
cosa
costa
costar
costumbre
crear
crecer
creer
criado
criar
criatura
cristal
cristiano
cruel
cruz
cruzar
cuadro
cual, cuál
cualquiera
cuando, cuándo
cuanto, cuánto
cuarto (*s.*)
cubrir
cuello
cuenta
cuento
cuerpo
cuestión
destruir

culpa
culto
cumbre
cumplir
curar
curiosidad
curioso
curso
chico

dama
daño
dar
de
debajo
deber (*v. o s.*)
débil
decidir
decir
declarar
dedicar
dedo
defecto
defender
defensa
dejar
del
delante
delicado
demás
demasiado
demonio
demostrar
dentro
derecho (-a)
derramar
desaparecer
descansar
descanso
desconocer
describir
descubrir
desde
desear
deseo
desesperar
desgracia
desgraciado
deshacer
desierto
despedir
despertar
despreciar
después
destinar
destino

determinar
detrás
día
diablo
diario
dicha
dicho (*s.*)
dichoso
diente
diferencia
diferente
difícil
dificultad
difunto
digno
dinero
dios
dirección
directo
dirigir
discreto
discurrir
discurso
disgusto
disponer
disposición
distancia
distinguir
distinto
diverso
divertir
dividir
divino
doblar
doble
doctor
dolor
dominar
don, D.
donde, dónde
doña, Da.
dormir
drama
duda
dudar
dueño
dulce
dulzura
durante
durar
duro

e

echar
edad
edificio
educación

ejecutar
ejemplo
ejercer
ejército
él
elegir
elemento
elevar
ella
emoción
empeñar
empezar
emplear
emprender
empresa
en
enamorar
encantador
encanto
encargar
encender
encerrar
encima
encontrar
encuentro
enemigo
energía
enfermedad
enfermo
enfrente
engañar
engaño
enojo
enorme
enseñanza
enseñar
entender
enterar
entero
entonces
entrada
entrar
entre
entregar
entusiasmo
enviar
envolver
época
error
escapar
escaso
escena
esclavo
escoger
esconder
escribir
escritor
escuchar
eso
espacio
espada
espalda
español
esparcir
especial
especie
espejo
esperanza
esperar
espeso
espíritu
esposo
establecer
estado
estar
estatua
este, éste
estilo
estimar
estrecho
estrella
estudiar
estudio
eterno
evitar
exacto
examinar
excelente
exclamar
exigir
existencia
existir
experiencia
experimentar
explicar
exponer
expresar
expresión
extender
extensión
extranjero
extrañar
extraño
extraordinario
extremo

fácil
facultad
falda
falso
falta
faltar
fama
familia
famoso
fe
felicidad
feliz
fenómeno
feo
fiar
fiel
fiesta
figura
figurar
fijar
fijo
fin
final
fingir
fino
firme
físico
flor
fondo
forma
formar
formidable
fortuna
francés
franco
frase
frecuente
frente
fresco
frío
fruto
fuego
fuente
fuera
fuerte
fuerza
función
fundar
futuro

galán
gana
ganar
gastar
gato
general
género
generoso
genio
gente
gesto
gitano
gloria
glorioso
gobernar
gobierno
[illegible]
gracia
gracioso
grado
gran (-de)
grandeza
grave
griego
gritar
grito
grupo
guapo
guardar
guerra
guiar
gustar
gusto

haber
habitación
habitar
hablar
hacer
hacia
hacienda
hallar
hambre
harto
hasta
he aquí
hecho (*s.*)
helar
herida
herir
hermano
hermoso
hermosura
hervir
hierro
hijo
hilo
historia
hogar
hoja
hombre
hombro
hondo
honor
honra
honrar
hora
horrible
horror
hoy
huerta
hueso
huevo
huir
[illegible]
humo
hundir

idea
ideal
idioma
iglesia
ignorar
igual
iluminar
ilusión
ilustre
imagen
imaginación
imaginar
imitar
impedir
imperio
imponer
importancia
importante
importar
imposible
impresión
impreso
imprimir
impulse
inclinar
indicar
indiferente
individuo
industria
infeliz
infierno
infinito
influencia
ingenio
inglés
inmediato
inmenso
inocente
inquieto
inspirar
instante
instrumento
inteligencia
intención
intentar
interés
interesante
interesar
interior
interrumpir
íntimo
introducir
inútil
invierno
ir (-se)

izquierdo

jamás
jardín
jefe
joven
juego
juez
jugar
juicio
juntar
junto
jurar
justicia
justo
juventud
juzgar

la
labio
labor
labrador
lado
ladrón
lágrima
lance
lanzar
largo
lástima
lavar
lazo
lector
lecho
leer
legua
lejano
lejos
lengua
letra
levantar
leve
ley
libertad
librar
libre
libro
ligero
limitar
límite
limpio
lindo
línea
líquido
lo
loco
locura
lograr

luego
lugar
luna
luz

llama
llamar
llano
llanto
llave
llegar
llenar
lleno
llevar
llorar

madre
maestro
magnífico
majestad
mal (-o) (*adj.*, *s.* o *adv.*
mandar
manera
manifestar
mano
mantener
mañana
máquina
mar
maravilla
marcar
marchar
marido
mas, más
masa
matar
materia
material
matrimonio
mayor
me
médico
medida
medio
medir
mejor
mejorar
memoria
menester
menos
mentir
mentira
menudo
merced
merecer
mérito
mes

mezcla
mi, mí
miedo
mientras
mientras
militar
ministro
minuto
mío
mirada
mirar (v.)
misa
miserable
miseria
mismo
misterio
misterioso
mitad
moderno
modesto
modo
molestar
momento
montaña
montar
monte
moral
morir
mortal
mostrar
motivo
mover
movimiento
mozo
muchacho
mucho
mudar
muerte
mujer
mundo
murmurar
música
muy

nacer
nación
nacional
nada
nadie
natural
naturaleza
necesario
necesidad
necesitar
necio
negar
negocio
negro
ni
niño
no
noble
noche
nombrar
nombre
norte
nota
notable
notar
noticia
novio
nube
nuevo
número
numeroso
nunca

o
obedecer
objeto
obligación
obligar
obra
obscuridad
obscuro
observación
observer
obtener
ocasión
ocultar
oculto
ocupación
ocupar
ocurrir
odio
ofender
oficial
oficio
ofrecer
oído
oír
ojo
olor
olvidar
opinión
oponer
oración
orden
ordenar
ordinario
oreja
orgullo
origen
orilla
oro
otro

paciencia
padre
pagar
página
país
pájaro
palabra
palacio
pan
papel
par
para
parar
parecer (v.)
pared
parte
particular
partida
partido
partir
pasado
pasar
pasear
paseo
pasión
paso
patria
paz
pecado
pecho
pedazo
pedir
pegar
peligro
peligroso
pelo
pena
penetrar
pensamiento
pensar
peor
pequeño
perder
perdón
perdonar
perfecto
periódico
permanecer
permitir
pero
perro
perseguir
persona
personaje
personal
pertenecer
pesar (v. o s.)
peseta
peso
picar
pie
piedad
piedra
piel
pieza
pintar
pisar
placer
planta
plata
plato
plaza
pluma
población
pobre
poco
poder (v. o s.)
poderoso
poeta
política
político
polvo
poner
poquito
por
porque, porqué
porvenir
poseer
posesión
posible
posición
precio
precioso
preciso
preferir
pregunta
preguntar
premio
prenda
prender
preparar
presencia
presentar
presente
presidente
prestar
pretender
primero
primo
principal
príncipe
principio
prisa
privar
probar
proceder
procurar
producir
profundo
pronto
pronunciar
propiedad
propio
proponer
proporción
proporcionar
propósito
proseguir
protestar
provincia
próximo
prueba
publicar
público
próximo
prueba
publicar
público
pueblo
puerta
puerto
pues
punta
punto
puro

que, qué
quedar (-se)
queja
quejarse
quemar
querer
querido
quien, quién
quienquiera
quitar
quizá, quizás

rama
rápido
raro
rato
rayo
raza
razón
real
realidad
realizar
recibir
recién
reciente
reclamar
recoger
reconocer
recordar
recorrer
recuerdo
reducir
regalar
región
regla
reina
reinar
reino
reír
relación
relativo
religión
religioso
remedio
remoto
rendir
reñir
reparar
repartir
repetir
replicar
reposar
reposo
representar
república
resistir
resolución
resolver
respe(c)tar
respe(c)to
respirar
responder
respuesta
resto
resultado
resultar
retirar
retrato
reunión
reunir
revolver
rey
rico
ridículo
riesgo
rigor
rincón
río
riqueza
risa
robar
rodar
rodear
rodilla
rogar
rojo
romper
ropa
rosa
rostro
rubio
ruido
ruina
rumor

saber (v.)
sabio
sacar
sacerdote
sacrificio
sacudir
sagrado
sal
sala
salida
salir
saltar
salud
saludar
salvar
sangre
sano
santo
satisfacer
satisfecho
se
seco
secreto
seguida
seguir
según
segundo
seguridad
seguro
semana
semejante
sencillo
seno
sensación
sentar
sentido (s.)
sentimiento
sentir
seña
señal
señalar
señor (-a)
señorita (-a)
separar
ser (v. o s.)
sereno
serio
servicio
servir
severo
sí, sí
siempre
siglo
significar
siguiente
silencio

silla
simple
sin
sin embargo
sincero
singular
sino
siquiera
sistema
sitio
situación
situar
soberano
soberbio
sobre (*prep.*)
sobrino
social
sociedad
sol
soldado
soledad
soler
solicitar
solo, sólo
soltar
sombra
sombrero
someter
sonar

sonido
sonreír
soñar
sordo
sorprender
sorpresa
sospechar
sostener
suave
subir
suceder
suceso
suelo
suelto
sueño
suerte
suficiente
sufrir
sujeto
suma
sumo
superior
suplicar
suponer
supremo
supuesto
suspender
suspirar

tabla
tal
tal vez
talento
también
tampoco
tan
tanto
tardar
tarde (*adv.* o *s.*)
te (*pron.*)
teatro
tema
temblar
temer
temor
templo
temprano
tender
tener
terminar
término
terreno
terrible
terror
tesoro
testigo
ti
tiempo

tienda
tierno
tierra
tío
tipo
tirano
tirar
título
tocar
todavía
todo
tomar
tono
tonto
torcer
tornar
torno
toro
torre
total
trabajar
trabajo
traer
traje
tranquilo
tras
trasladar
tratar
trato

través
triste
tristeza
triunfar
triunfo
tropezar
tu, tú
tutear

u
último
un, uno (-a)
único
unión
unir
usar
uso
usted
útil

vacío
vago
valer
valiente
valor
valle
vanidad
vano
vapor

variar
vario
varón
vaso
vecino
vela
velar
vencer
vender
venganza
venir
venta
ventana
ventura
ver
verano
veras
verbo
verdad
verdadero
verde
vergüenza
verso
vestido
vestir
vez
viaje
vicio
víctima

vida
viejo
viento
vino
violencia
violento
virgen
virtud
visión
visita
visitar
vista
visto
viudo
vivir
vivo
volar
voluntad
volver
voto
voz
vuelta

y
ya
yo

• • •

"The facts are these: No language can be easily or quickly mastered, whatever the method and whoever the master. A language is something infinitely subtle and difficult. In the language of any civilized people there are many thousands of words and idiomatic constructions. Most of these have many meanings and shades, the exact understanding of which is crucial. . . . It is easy enough to teach students to read some non-consequential material, to talk about the weather, to ask for a drink or for a meal, or to ask the time. But to read with complete understanding a book or a serious article written in an FL, or to carry on a conversation with an educated foreigner, is by no means easy. For the former, the reader must have become familiar with at least five or six thousand words and with as many hundreds of idiomatic constructions; for the latter, the speaker must be able to use at least two or three thousand words in grammatically and phonetically correct sentences and to understand many more—quite evidently not a program to be mastered in a few weeks or even a few months. . . . The acquisition of an FL cannot be easier than the acquisition of one's own native tongue! It is infinitely harder; for to learn a new language means to acquire a new set of speech habits, different word-thought associations, new and profound mental adjustments *in the face of the powerful opposition of those already acquired.* . . .

—M. S. Pargment

• • •

The French Readability Formula as propsed by James B. Tharp is more complicated than Spaulding's Spanish formula. Basically, it is a vocabulary frequency count that attempts to furnish a measuring unit to "establish the relative difficulty of reading texts in terms of those frequencies." All vocabulary was based on the French Basic Vocabulary, and words from that list were divided into fourths, and each fourth into thirds, so that there are various levels: 1a,b,c; 2a,b,c;3a,b,c; 4a,b,c; and a separate category, 0. Each one of the levels was assigned a value, so that 1a=1, 1b=2 and so on to 4c=12. The 0 (zero) or burden words were words which did not appear on the Basic French Vocabulary, and were assigned a value of 13.

Tharp's formula figures Density in the same manner as Spaulding's, that is, number of total words in passage over the number of burden, or zero words. Or

$$\frac{\text{total words in passage}}{\text{total 0 or burden words}} = \text{Density}$$

However, the French formula also uses a Frequency Index. To arrive at it, you must total up the number of each word in the passage, and then multiply each one by its value. For example: 100 1a words=100; 6 2b words=30; 5 3c words=45; 20 zero words=260. The total number of words is 41, and the total value is 435. The calculation for the frequency index is:

$$\frac{\text{total value}}{\text{total number of words}} = \text{Frequency Index}$$

Then,

$$\frac{\text{Frequency Index}}{\text{Density}} = \text{Index of Difficulty}$$

According to Tharp, the ease of reading increases as the density ratio rises and as the frequency index decreases toward 1.00.

For the complete article, see Tharp, James B. "The Measurement of Vocabulary Difficulty," The Modern Language Journal, Vol. 24 (Dec. 1939) pp. 169-178.

Parts of the book

Checklist for the Foreign Language area

Selecting appropriate instructional material.

Textbook selection within the FL content area requires deliberance and thoroughness. Since the main linguistic objectives in FL teaching are:

1. to understand
2. to speak
3. to read
4. to write

textbook selection is critical. Combinations of work-, exercise-, and main textbooks are just recently appearing on the market. Special audio-visual materials (which are usually very expensive) assist the teacher to fully implement a good FL instructional program, utilizing all aspects of our technological society. Computer to classroom interface systems, cassette, and tape booths supplement the texbook and refine the instructional process.

Control of textbook selection in many of the school districts is still done by commissions, made up of teachers, administrators, and laymen or textbook committees comprised solely of teachers. FL teachers because of their small departments in Secondary Schools have been fortunate, at times, to push their own particular textbook selection through. Reason for their success is normally the absence of FL teachers on commissions and committees and unfamiliarity with the particular target language the textbook is aimed at. Critical textbook selection in Fl is therefore of primary concern.

Checklist for Textbook Evaluation. (Foreign Language) [1]

1. On what method is the book based?
   Is this method appropriate for your purpose?
   Is this method carried through welll in the unit design?

2. Is the material of a kind which would interest junior high school or senior high school students?
   Is it too juvenile? Is it too dull? Does it make too obvious an effort to amuse?

3. Does the unit design allow for progressive development of and practice in listening comprehension? speaking? reading? writing?

4. Is provision made for the presentation of new work in oral form first? Can this material be presented in oral form first in any case?

5. If there are dialogues, are they realistic, authentic in language and situation, with sentences which are not too long for memorization? Are the dialogues too long to be useful?

6. Is reading introduced early or late? Does the reading material provide for progressive teaching of the reading skill? Is it interesting and written in language which is appropriate for the content, and for your students?

7. Is writing introduced early or late? Do the writing exercises provide for progressive development of this skill?

8. What is the proportion of working time which is allotted to each skill in the unit design?

9. Is the language in the lessons authentic (not stilted or artificial; not old-fashioned;correct for the persons and relationships for which it is used)?

10. How is the pronounciation dealt with? Is this satisfactory? Is attention paid to destinction between near-equivalents in the native and foreign languages, and within the foreign language? Is the sound system taught as an interdependent whole? Are stress and intonation considered?

11. Is the grammar presented through structures? Some other way? Does this suit your purpose? Is the grammar summarized from time to time? Are the grammatical descriptions sound? Do you think the number of structures (or the amount of grammar) is sufficient for this level? Too much? Are there significant omissions? Is provision made for thorough drilling before new structures are introduced? Are the structures introduced systematically through the different units? Are verb forms drilled sufficiently for this level? Are there summaries of verb forms (paradigms, conjunctions) somewhere in the book?

12. How much is the native language used in the exercises (or other sections of thebook)? Could the foreign language have been used instead?

1. Wilga M. Rivers, Teaching foreign-language skills. The University of Chicago Press. 1968

13. Is there variety in the type of exercises? Do they give adequate practice in what they purport to teach? Do they test instead of teaching? Are the exercises interesting? Do the grammatical exercises and drills emphasize the contrasts which are most likely to cause native-language interference? Are the drills well designed (programmed)? Are there enough (too many) exercises and (or) drills in each unit for practical use?

14. Is the vocabulary well presented? How much per lesson? Is the vocabulary reintroduced sufficiently within the unit and in successive units? Is it summarized in some way? At the end of the book? In a foreign-language dictionary section or in a bilingual list? Does the way it is summarized suit your teaching approach? Is attention paid to roots, cognates, synonyms, antonyms, thematic groupings?

15. Are there indications of ways in which students can be encouraged to use what they have learned in actual communications (speech and writing)?

16. Does the material give a fair, balanced picture of life in the foreign country? Does it bring out contrasts between the foreign culture and the culture of your students? Are there pictures, maps, and diagrams?

17. Are the illustrations in a style which is likely to make the book seem old-fashioned or ridiculous to your students?

18. Are there indications given of extra activities (games, songs, poems, crossword puzzles) which would add variety to the lessons? Does the publisher provide the teacher manual with indications on how to use the book and suggestions for extra activities?

19. Are tapes, films, slides, filmstrips, or flashcards available with this book? If so, are they well constructed methodologically and effectively produced? (See checklist for tapes in chapter 13 and guidelines for evaluation of pictorial aids in chapter 7.)Are there practice records for the students? Are these aids reasonably priced?

20. Are supplementary readers, workbooks, or texts available with this book? Are they satisfactory for the standard of your class? Do they correspond precisely with what is in the textbook?

21. Is the book printed in an interesting style? Is the type clear? Is the work set out so that it is easy to find what you want? Are the binding, cover, quality of paper, and general spacing satisfactory? Is there a detailed index?

22. Would you enjoy working with this book at this level? Is it hard on the teacher in any way? Could the teachers (particularly the inexperienced ones) work with it?

23. Is the price reasonable for your school situation?

24. Is the book part of a series which would be adequate for the sequence of classes in your school? Are the later books in the series satisfactory for the purpose of your higher classes?

25. Has the book been pre-tested in schools and revised before being printed in its final form?

Techniques to improve vocabulary building

Techniques which can be used to develop, improve, and expand vocabulary in teaching foreign languages include the following: 1) context clue strategies, 2) word structure strategies, 3) dictionary strategies, 4) studying cognates, word histories, acronyms, and multiple meanings, 5) using the talk-through method, Buddy vocabulary cards and gaming. Most of the methods overlap and several techniques can be used at once in presenting vocabulary.

On the pages that follow these strategies are described and sample exercises are presented.

CONTEXT CLUE STRATEGIES

The most important way to present and teach new vocabulary in the target language is in context. Words should never be introduced and taught in isolation. Teaching them in context helps the student understand their meaning and to remember them, since he sees a use for and application of them.

Avoid stressing translation into English. The student should understand new words through the target language and should associate them with other words in the target language rather than with English words. Stress finding synonyms or antonyms for new vocabulary words rather than English equivalents. Sample exercises used to introduce new vocabulary in assignments from Le Petit Prince and an article on French political life follow.

Students can also use context clue strategies beneficially when reading unfamiliar material containing a lot of new vocabulary. In such assignments most students tend to overuse the dictionary by looking up every little word they do not know. This is an exhausting effort and tends to break the train of thought and comprehension of the written material so that after they have finished reading, they have missed the overall thought.

There are ten kinds of context clues. Students should be taught to use them in order to increase their skill to determine the meaning of an unfamiliar word by using the sentence itself. Types of context clues are:

1. Grammatical construction clue
2. Experience clue
3. Mood or tone clue
4. Explanation through example
5. Summary clue
6. Synonym or restatement clue
7. Comparison or contrast clue
8. Familiar expression or language expression clue
9. Words in a series clue
10. Inference clue

There are several devices which can be used to teach the students to use concept clue strategies:

1. Give the students sentences with unknown words in which they have to use the above clues to deduce the meaning. Have them do the exercise and then discuss types of clues they need.
2. Have students read a short passage marking unfamiliar words as they read. Then have them deduce the words' meanings from context. The next day the class discusses what led them to the meaning of the unknown words.
3. Give students a timed reading exercise in which they have to read a short passage. They will not have time to look up unfamiliar words, so they must guess at the meaning and make the most of the context.

VOCABULARY

Instructions: Clues to the meaning of the word givien immediately after each number are to be found in each sentence. Sometimes the clue is a definition, sometimes a synonym or antonym, and other times, you must infer the meaning of the word from the content of the sentence. Where it says ¿Qué quiere decir, you will write the English translation.

1. brío
La gente de Río y otros lugares celebran el Carnaval con mucho ánimo.
¿Qué quiere decir brío?

2. Clavos
Cuando mi padre hace algo de madera, usa muchas ~~piecceiillas~~ de hierro con cabeza y punta.
¿Qué son clavos?

3. corriente
Algo que es corriente es usual.
¿Corriente quiere decir?

4. cruzado
En los tiempos de Richard Coeur de Léon, todos los caballeros fueron en una cruzada para reconquistar la Tierra SAnta y Jerusalém.
¿Qué significa cruzado?

5. desviar
El policía cambió la vía del camión.
¿Qué quiere decir desviar?

6. focos
Nuestra casa tiene muchos focos, pero la casa de mis bisabuelos tenía luces de kerosina.
¿Qué son focos?

7. gana
Él no tenía ni gana, ni deseo, ni volutad de hacer nada.
¿Gana quiere decir?

8. martillo
El martillo es un instrumento que se usa para golpear clavos.
¿Que quiere decir martillo?

9. muchedumbre
Una gran multitud llenaba la plaza para ver al presidente
¿Muchedumbre quiere decir?

TALK-THROUGH METHOD

The talk-through method is an excellent manner in which to present vocabulary in context. It is based on using the student's own experience and ideas to discover word meaning in context mainly through oral questioning strategies. An informal method, it works well in the classroom situation and can be used spontaneously.

The teacher presents a word to the students in a sentence, usually from the text being used. He writes it on the board and through questioning helps the students arrive at the meaning of the word from and in the context of the sentence. He might also have the students look at the structure of the word to see if they recognize any parts of it or know the word in any other form. Students should also sound the word out so they can determine if it sounds like other words they know. After these activities the students should be able to guess at the word's meaning and find a synonym for it in the target language.

A sample of the manner in which this method would be used with the vocabulary extracted from Le Petit Prince mentioned previously is as follows:

Sentence #3--new words--chenilles, supporter

"Les fleurs supportent les chenilles pour avoir des papillons."

The teacher asks these questions:

1. Qu'est-ce qu'il faut pour avoir des papillons selon la phrase?
2. Qu'est-ce qu'un papillon? (butterfly)
3. Avant de devenir des papillons que sont-ils? (des chenilles) Est-ce qu'ils sont désirables? (non)
4. Où habitent-ils? (sur les plantes)
5. Est-ce que les fleurs les aiment? (non)
6. Alors que fait les fleurs pour les chenilles pour avoir des papillons bien qu'ils ne les aiment pas? (elles les tolèrent)
7. Alors que veut dire "supporter"? (tolérer)

WORD STRUCTURE STRATEGIES

Deducing meaning from word structure is another important way to teach students to learn new vocabulary.

Teach students certain basic root words which reoccur often in the language in various compounds. Then teach them the meanings of common prefixes and suffixes and the way in which these prefixes or suffixes change or compound the meaning of the root word. By putting all the elements together, the students should be able to figure out the meaning of a large number of words.

Examples of common prefixes in French include dé-, dés-, dis- (separation, negation) re- (repetition), mal-, malé-, mau-, mé-, més- (negative value), co-, col-, com-, con- (union), para- (for protection of). Common suffixes include -tion, -aison, -ion (mark of an action or result of an action). Exercises in application of these will follow.

Teach students to recognize families of words and deduce meaning in this way. Examples in French include families of tenir, terre, mettre, and lumière.

Teach students basic structures of certain parts of speech which will help them deduce word meanings from context. For example, infinitives in French end in -er, -ir, and -re, in Spanish in -ar, -er, -ir; in German in -en. Adverbs often end in -ment in French. Infinitives, as well as past and present participles, can be made into nouns by adding the definite article. Examples are le pouvoir, le savoir, le boire, le manger, le passé, l'arrivée, le penchant.

LES SUFFIXES -TION (-ATION, -ITION, -CTION,-UTION), -AISON, -ION

Words with these endings all indicate an action or the result of an action. They are all feminine. Complete the columns.

communiquer	une communication
représenter	_____
méditer	_____
apparaître	_____
définir	_____
répartir	_____
traduire	_____
persécuter	_____
diminuer	_____
combiner	_____
permettre	_____
diffuser	_____
diviser	_____

LES PREFIXES MAL-, MALÉ-, MAU-, MÉ-, MÉS- (negative value)

Form words which correspond to the definitions which follow:

mal-	malade	qui n'est pas en bonne santé
	malsain	le contraire de sain
	_____	le contraire d'heureux
	_____	le contraire de bonheur
malé-	la malédiction	la condamnation au malheur
	_____	qui a une mauvaise influence
mau-	maudire	appeler la malédiction
	_____	peu aimable, de mauvaise humeur
mé-	méconnu	qui n'est pas reconnu à sa juste valeur
	_____	ne pas connaître ou reconnaître
	_____	qui n'est pas content
més-	mésalliance	une alliance avec une personne inférieur
	_____	une mauvaise entente
	_____	une aventure désagréable

LES PRÉFIXES CO-, COL-, COM-, CON-

These prefixes signify union or reunion.

Complete the columns:

	Verbs	Nouns
Mettre d'accord	concilier	la conciliation
réunir des objets	collectionner	_____
faire un travail ensemble	Collaborer	_____
opérer avec quelqu'un	_____	_____
donner la même forme	_____	_____

COMPOUND WORDS WITH PARA- (to protect from)

Expliquez les mots suivants:

un parachute _____

un parapluie _____

un parasol _____

un paravent _____

COGNATES

Teaching students how to recognize cognates between languages and interpret their meaning is another way to teach vocabulary in a foreign language.

With some words there is no difficulty because the words are exactly the same in both languages. This is especially true between English and French and English and German. Examples of French/English cognates that are exact are table, train, action, capital, minute, menace, and hundreds of others.

There is no need to "teach" these words; the students will recognize them automatically, if they know them in English.

Other words are very similar in form but have certain variations. Their meanings, however, are the same in both languages. By teaching students how to recognize the variations in spelling, or form, you can help them make the connection between the two languages in order to determine word meaning or to formulate the word in the target language.

Examples of this group of cognates in French and English are the following:

-er infinitive ending in French is often the -ate ending in English especially if the root is the same; -quer = -cate.

communiquer	communicate
démonstrer	demonstrate

-ir infinitive ending often equals English verbs in -ish

finir	finish
punir	punish
fournir	furnish

-uir, uire verb ending often is -uct, -uce in English

conduire	conduct
construire	construct
réduire	reduce

masculine nouns ending in -eur equal -er, -or in English

honneur	honor
acteur	actor
danseur	dancer

feminine nouns ending in -euse or -ice equal -er, -ess in English

actrice	actress
danseuse	dancer

words ending in the suffix -age are the same in both languages

âge	age
courage	courage

words ending in -é, -ie often end in -y in English

activité	activity
colonie	colony

words ending in -oire often end in -ory in English

histoire	history
gloire	glory

words ending in -tion are the same in both languages

nation	nation
action	action

MULTIPLE MEANINGS

Students should be made aware of words which can have multiple meanings in the target language itself and of words which have multiple meanings in their translation into English. These words are best taught through context as it is only through context that the exact meaning of the word can be derived in any particular use of it.

Some French words with multiple meanings correspond to the same words and meanings in English. radical in French has one meaning in politics or history, another in mathematics and another in medicine as in English. The same is true for the word racine (root). It is a plant root or a term in mathematics "racine carrée" (square root). Other examples include:

vair	hazel (color)
	fur
vers	worms
	verses
	towards
pêche	peach
	fishing
bleu	blue
	bruise
carte	card
	map
tableau	chart or table
	painting
	blackboard
voler	to fly
	to steal
louer	to praise
	to rent

This works the same way going from English back into French. For example the English word fly is mouche for the noun form and voler for the verb.

Exercises for practice with such words as these could be constructed in the following manner: Give the students pairs of sentences with the words in which the words are contrasted. They will then supply the English equivalent based on the context clues. Or in order to avoid translation, have the students supply synonyms for the word.

Sample exercises:

vair
1. Elle a de jolis yeux vairs.
2. Elle a de jolis souliers de vair.

vers
1. Le poète a écrit de beaux vers.
2. Le train roule vite vers la ville.
3. Ma pomme est pleine de vers.

pêche
1. Melba est allée à la pêche ce week-end.
2. J'ai commandé une pêche Melba.

Give the correct French word for the English word in parentheses:

(a fly) Il y a _____ dans mon potage.
(to fly) J'aime beaucoup _____.
(is lying) Il _____ par terre.
(is lying) Il _____ à sa mère.

In considering words with double meanings, one can include foreign words or expressions which have been incorporated directly into English in their original form. Sometimes these words have kept their original meanings and sometimes they have changed somewhat.

Examples of French expressions in English which have the same meaning are vis-à-vis, avant-garde, potpourri, bon vivant, chaise longue (misspelled lounge in English), faux pas, rendez-vous. Other expressions which have more specialized meanings in English then in French are gauche, à la mode, parfait, brassière, corsage. A list of foreign words used in English follows. In addition a crossword puzzle with these expressions is included in the section on games which follows.

IDIOMATIC EXPRESSIONS

One special aspect of vocabulary study in a foreign language is learning idiomatic expressions. These do not translate literally, often there is no rhyme nor reason for them, there is almost no way to learn them except through memorization as they are. It is, however, easier for the student if he can see them presented in context, rather than isolated. For instance if he sees "Il n'y a pas de quoi" or "Je vous en prie" presented as a response to "Merci beaucoup", he will guess it means "You are welcome", and it will be easier for him to remember it. Seeing idiomatic expressions presented like this in context enables the student to guess at its meaning, even though it will not translate. And getting a feeling for the use of these expressions is the most important aspect of learning them.

Some idiomatic expressions can be grouped according to words used in them. In French there are expressions with suite, with tour, with aller, etc. Grouping these helps the student compare and contrast the various meanings. Exercise of this type will follow.

IDIOMATIC EXPRESSIONS WITH **TOUR**

Faire un tour (faire une promenade)

faire le tour de Le héros de J. Verne a fait le tour du monde en 80 jours.

faire demi-tour (retourner sur ses pas)

donner un tour de clé (fermer la porte)

jouer un tour, jouer un bon tour, jouer un mauvais tour
Il a joué un tour à cette personne et elle ne lui pardonne pas.

à tour de rôle, chacun à son tour (l'un après l'autre)

tour à tour (alternativement)

Complete the following sentences with the expressions above:

1. Ne répondez pas tous ensemble. Je veux que chacun réponde _____ _____.

2. Le roi n'avait pas de carrosse et il ne pouvait pas _____ _____ de son royaume.

3. Viendrez-vous _____ avec moi dans ma nouvelle auto?

4. Oui, mais attendez quelques minutes, je ne peux pas partir sans _____.

5. Il a dû _____ car l'ascension de la montagne était trop dure.

6. _____, la rose se vantait et se plaignait.

7. Les gens croient que le narrateur est fou quand il rit aux étoiles. Le petit prince a réussi à lui _____.

DICTIONARY STRATEGIES

It is essential that foreign language students know how to use the dictionary as a help in learning vocabulary, because its use is a necessity, even if it is avoided until the last resort. A good foreign language dictionary should give the following information about a word: its gender, its pronunciation, its etymology, its various meanings in the language, its various forms and meanings as different parts of speech. Students must learn to decipher the information thus presented and to determine which form of a word is the appropriate one to use in a given context. Too often they look up a word and take the first meaning listed although it may not be the right part of speech or the right meaning for the context. They should be made aware that they must always test the meaning of the word in the context.

When looking up words in a bilingual dictionary students should be taught to use clues such as the part of speech to choose the right word in the second language. They should also double check the correctness of their chosen word by looking up its meaning in the other direction. For example, if they are looking for the French equivalent of a certain English word, once they have found the French word in the dictionary, they should look it up in turn to determine if the English equivalent given means the same as the English word they began with.

Students should be taught to look for information other than word meaning in a dictionary. For example they can find the gender of a word, its spelling and pronunciation; often its adverbial or adjectival, noun or verb forms are given. Past participles for verbs are also often given, as are auxiliaries used in conjugating the verb in compound tenses (haben or sein in German, avoir or être in French). Various case forms and plural forms of nouns are given in German. Irregular plural forms are often given in French. Idiomatic uses of the word are also given. They dictionary can indicate which prepositions are correctly used with certain verbs in the target language.

Activities for developing skills in using dictionaries for the purposes listed above can be based on ideas such as the following:

1. Providing practice in deciding which inflectional forms are likely to be treated as distinct words in a dictionary and given separate entries and which forms are likely to be treated as run-on entries.
2. Having the pupils make a list of the types of information given for an entry word.
3. Providing practice in which the pupils select from a dictionary the meaning of a word that is appropriate in a given context.
4. Providing practice in looking up the spelling of a word in the dictionary by helping the pupils decide on probable spellings of it and then looking for these in the dictionary.
5. Providing practice in pronouncing words according to the dictionary.
6. Providing the pupils with sentences in each of which a word is underlined and asking them to restate each sentence without using the underline word.

7. Providing practice in using the abbreviations and arbitrary signs in the dictionary.

8. Providing practice in finding out through the dictionary the possible parts of speech of a word and in using it in those ways in sentences.

9. Giving help in finding the various definitions of a word that may be used as different parts of speech: for example, effect as a noun or as a verb.

10. Asking the pupils to find the answers to questions through using the dictionary, i. e. looking for information.

11. Having the pupils make a composite list of sentences illustrating all the meanings of a word that they can think of or that they can find in a dictionary, for example: "I can run fast" or "He can run the machine".

12. Having pupils give words containing common prefixes and suffixes.

13. Teaching the pupils the most frequently used rules for syllabication, and having them divide words according to these rules and check their work in the dictionary.

WORD HISTORIES

Studying word histories makes learning new words and definitions more interesting. It enables student to make analogies between languages, and to understand how vocabularies of all languages have been influenced by each other, borrowing from and contributing to each other. Being familiar with word origins in one language can help someone learn vocabulary in another language. There is more interchange between French and English and German and English, since English was mostly influenced by these two languages, although the interchange exists within languages as well. Therefore, studying word histories in French and German can help the student improve his English vocabulary as well.

For example knowing the origin of the French word douzaine helps explain the English dozen. Douzaine means twelve of anything, the word for twelve being douze in French. The English word journey came from the Old French journée which meant the distance one could travel in one day (un jour). Journée has since lost that meaning in modern French and now means simply a whole day.

Many words beginning with al- in French, Spanish, and English came from arabic words. Examples in French which are almost the same in English include algèbre, alcool, algorithme, alcali, alchemie, and alcôve. Some Spanish words are alcoba, algodon, azucar, among many, many more. Words in French containing the letter k are of foreign origin, often Greek: kilo, kaleidoscope. Words with w are also foreign, being either Germanic or English, such as wagon and whiskey.

Knowing whether a French word beginning with the letter H is of Latin or Germanic origin is helpful in determining whether the H is aspirate or unaspirate: Latin H's are unaspirate while Germanic words are most often aspirate.

Learning about word histories should stimulate students' interest in vocabulary study and make it more enjoyable. They could be given small research assignments on the history of certain words or word groups and then report their findings to the class. Or they could prepare diagrams or visual aids to illustrate these when possible and use them to decorate the room.

ACRONYMS

Learning acronyms is another interesting and fun way to approach vocabulary study in the target language. And it is absolutely necessary, as well, that students understand a language's acronyms if they are going to be able to deal with the language on a day-to-day basis. The French and the Germans are especially fond of acronyms and write everything possible that way, particularly in the newspaper and magazines. In order to read and understand these publications a student must understand the acronyms. He must also understand them in order to read signs and follow directions on the streets. If someone in France does not know what the PTT (post and telecommunications office) or the SNCF (railroad system) is, he may have problems.

A good way to present acronyms in class is to have students research magazines and newspapers to see how many they can find. Then discuss their meanings, getting help from the context in which they are used as much as possible. Or once they have learned an acronym, have them see how often they find it used. It is also interesting to make comparisons with acronyms for the same idea or organization in English to see how they differ. For instance the U.N. in French is the O.N.U.; NATO is OTAN. A list of French acronyms including their meanings follows.

BUDDY VOCABULARY CARDS

Drills with Buddy vocabulary cards are very useful practice exercises with vocabulary in foreign languages. The students do these exercises in pairs using flash cards. On one side of the card the word is written in English and on the other in the target language. One student holds the cards for his friend showing only one side, either the English or the foreign word. Using the cue he sees, the student then produces the word in the other language. Once that student has gone through the entire stack of cards, he takes the cards and his buddy gives the corresponding words. A variation would be to use pictures as cues on one side of the card instead of English words.

This exercise is very good for reviewing vocabulary already learned.

Derrière les sigles

La langue française abusant des sigles, nous avons établi, sur la suggestion d'un lecteur mexicain, M. Ladislas de Hoyos, ce court lexique.

A.e.l.e. : Association européenne de libre-échange.
Afnor : Association française de normalisation.
A.f.p. : Agence France presse.
Anfanoms : Association nationale des Français d'Afrique du Nord, d'outre-mer et de leurs amis.
B.e.p.c. : brevet de fin d'études du premier cycle.
Bird : Banque internationale pour la reconstruction et le développement.
B.n.p. : Banque nationale de Paris.
B.v.p. : Bureau de vérification de la publicité.
Capes : certificat d'aptitude pédagogique et d'enseignement secondaire.
C.c.i. : Chambre de commerce et d'industrie.
C.e.a. : Commissariat à l'énergie atomique.
Ceca : Communauté européenne du charbon et de l'acier.
C.e.e. : Communauté économique européenne.
Celib : Comité d'études et de liaisons des intérêts bretons.
C.e.t. : collège d'enseignement technique.
C.f.d.t. : Confédération française démocratique du travail.
C.f.p. : Compagnie française des pétroles.
C.f.t. : Confédération française du travail.
C.g.c. : Confédération générale des cadres.
C.g.t. : Confédération générale du travail.
Chu : centre hospitalier et universitaire.
C.n.c.a. : Caisse nationale du crédit agricole.
C.n.c.e. : Centre national du commerce extérieur.
C.n.j.a. : Centre national des jeunes agriculteurs.
C.n.p.f. : Conseil national du patronat français.
C.n.r.s. : Centre national de la recherche scientifique.
Coder : Commission de développement économique régional.
Datar : Délégation à l'aménagement du territoire et à l'action régionale.
Dom-Tom : Départements et territoires d'outre-mer.
E.d.f. : Electricité de France.
Ena : Ecole nationale d'administration.
Erap : Entreprise de recherches et d'activité pétrolières.
Fen : Fédération de l'éducation nationale.
F.n.s.e.a. : Fédération nationale des syndicats d'exploitants agricoles.
F.o. : Force ouvrière.
Glam : Groupe des liaisons aériennes ministérielles.
H.e.c. : Ecole des hautes études commerciales.
H.l.m. : habitation à loyer modéré.
Ifop : Institut français d'opinion publique.
Ined : Institut national d'études démographiques.
Insee : Institut national de la statistique et des études économiques.
I.r.p.p. : impôt sur le revenu des personnes physiques.
I.u.t. : institut universitaire de technologie.
J.o. : Journal officiel de la République française.
M.r.p. : Mouvement républicain populaire.
N.m.p.p. : Nouvelles messageries de la presse parisienne.
Ocil : Office central interprofessionnel du logement.
O.j.d. : Office de justification de la diffusion des supports de publicité.
O.p. : ouvrier professionnel.
O.s. : ouvrier spécialisé.
O.r.t.f. : Office de radiodiffusion télévision française.
P.c.f. : Parti communiste français.
P.m.e. : Petites et moyennes entreprises.
P.m.u. : Pari mutuel urbain.
P.s. : Parti socialiste.
P.s.u. : Parti socialiste unifié.
R.a.t.p. : Régie autonome des transports parisiens.
R.i. : Républicains indépendants.
Sacem : Société des auteurs, compositeurs et éditeurs de musique.
S.a.r.l. : société à responsabilité limitée.
Seita : Société d'exploitation industrielle des tabacs et allumettes.
S.f.i.o. : Section française de l'internationale ouvrière.
S.g.d.g. : sans garantie du gouvernement.
Sicob : Salon international de l'informatique, de la communication et de l'organisation de bureau.
Smic : salaire minimum interprofessionnel de croissance.
S.n.c.f. : Société nationale des chemins de fer français.
Snecma : Société nationale d'études et de construction de moteurs d'aviation.
Sofres : Société française d'enquêtes par sondage.
S.p.a. : Société protectrice des animaux.
T.c.a. : taxe sur le chiffre d'affaires.
T.n.p. : Théâtre national populaire.
T.t.c. : toutes taxes comprises.
T.v.a. : taxe à la valeur ajoutée.
U.d.r. : Union des démocrates pour la République.
Uncaf : Union nationale des caisses d'allocations familiales.
Unef : Union nationale des associations générales des étudiants de France.
U.r.p. : Union des républicains de progrès.
V.r.p. : voyageurs, représentants et placiers de commerce.
Zad : zone d'aménagement différé.
Zar : zone d'action rurale.
Z.p.i.u. : zone de peuplement industriel ou urbain.
Zup : zone d'habitation à urbaniser en priorité.

GAMING

Gaming is an excellent, entertaining way to review vocabulary already learned and to prepare for tests on the vocabulary. Vocabulary games should be directed toward specific reading or vocabulary skills and must have mental involvement. The purpose of the game should always be made clear to the class before beginning it.

There are possibilities for both individual and group games. Categories include:

1. Word recognition
   these include scatter grams and word search (you can give the English word and tell the student to find its foreign equivalent in the puzzle).
2. Games where meaning is attached to the word
   an example is Bingo with synonyms, antonyms, or pictures of objects, other word puzzles of all kinds.
3. Word relationships
   these are based on categories of words or analogies exercises.

Samples of games in all three categories follow.

There are also commercial games which can be adapted to teaching foreign language vocabulary:

Scrabble--there are foreign language versions available
Probe
Scan
Password

These are all excellent because they really challenge the student's facility with the vocabulary in the target language and force him to think.

Several TV games can also be adapted for foreign language classroom use. These include Concentration, Hollywood Squares, $ 10,000 Pyramid, and Charades.

WORD SEARCH

FOODS SERIES E FW 5

he words in the word list are all hidden in the diagram below. Can you find them all? : words read forward, backward, up, down or diagonally, but they are always in a straight ine and they never skip letters. Cross off the words from the list once you have found hem, and encircle each word in the diagram. Words may overlap. You will not, however, se all the letters in the diagram.

B	L	V	S	U	C	K	E	G	C	N	O	S	S	I	O	P	H	S
Q	A	K	I	K	P	B	E	U	R	R	E	T	S	E	L	K	A	F
L	M	N	M	A	J	S	E	T	T	O	R	A	C	Q	R	L	Q	E
N	I	T	A	L	N	C	O	Q	J	L	R	O	S	P	A	E	U	E
E	N	U	C	N	I	D	P	O	M	M	E	N	K	D	M	P	V	A
T	S	O	R	H	E	C	E	Q	R	T	C	C	E	O	U	I	F	U
T	V	I	F	L	J	N	L	H	D	S	M	G	R	Q	T	E	S	O
E	I	P	L	H	R	J	T	R	A	C	E	M	A	L	G	M	S	N
L	N	X	I	N	P	F	X	O	G	T	J	E	C	A	N	M	I	H
E	N	O	L	T	S	O	B	R	I	D	C	H	M	C	V	I	O	P
M	B	U	G	D	O	M	P	U	H	A	Y	O	E	Z	I	A	P	O
O	T	V	N	Q	A	R	R	P	L	O	R	T	M	W	O	C	S	E
N	E	I	B	J	I	F	S	G	S	F	L	I	F	L	U	M	T	P
A	L	S	I	K	O	G	N	E	R	O	S	D	E	O	A	B	I	U
T	U	W	P	N	S	P	M	H	Z	K	H	S	M	N	A	K	T	O
W	O	T	X	I	D	N	S	A	I	L	F	P	A	F	H	M	E	S
N	P	A	G	D	P	E	C	G	Z	L	T	I	R	N	S	B	P	E
G	E	L	A	I	T	P	F	O	A	I	N	I	A	P	K	M	N	B
U	A	E	V	S	I	O	E	U	F	S	X	F	P	O	T	A	G	E

e fruit	les petits pois	la viande	le sucre	le vin	le beurre
a banane	le pain	l'oeuf (m)	le sel	le fromage	le lait
a pomme	le potage	l'omelette (f)	la glace	le poulet	la salade
a carotte	la soupe	le poisson	l'eau (f)	le jambon	le veau

(Articles do not appear in the puzzle.)

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SUBJECT AREA(S): FOREIGN LANGUAGE (French)

GRADE LEVEL(S): 9-12

NAME OF ACTIVITY: QUELLE HEURE EST-IL?

OBJECTIVE OR PURPOSE OF ACTIVITY: To assign to foreign words the meaning of English equivalents and to English words their foreign equivalent.

To develop a working sight and speaking vocabulary.

STUDENT PREPARATION: none

TEACHER PREPARATION: Prepare the sets of cards.

PROCEDURE: The game consists of two decks of cards. The cards of one deck (green) contain a drawing of the face of a clock with the hands pointing to a specific time. The question on each green card is "Quelle heure est-il?" The cards of the other deck (orange) contain the answers in French.

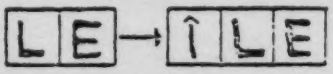
The game is played by five players. five cards (green) are dealt to each player. The orange cards are placed in the center. The first player draws a card from the center pile. If he can match it to one in his hand, he lays them face up in front of him. He may then select another orange card. Ifhe can match this card, he may place it in front of him and draw another. If not, the turn goes to another player.

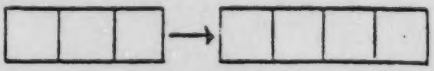
If a player, at his turn, cannot match his drawn card, he may place it on the bottom of the center pile and draw another. The player who is able to match all of his cards first is the winner. 10 points are given for each matched set. The winner will have the highest number of points.

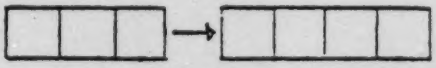
QUICK CHANGE

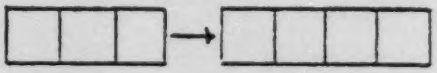
The "quick changes" in this puzzle are accomplished by guessing a French word which can be changed to another word by the addition of one letter. The letter to be added may be inserted anywhere in the word, but the position of the rest of the letters must remain the same. The English clues will give you leads to both words. Study the first paid of "quick-change" words and you will see how it is done. Then see if you can ---

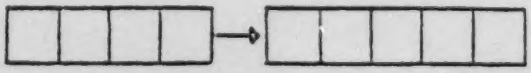
BY ADDING ONE LETTER

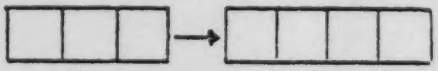
1. Change a masculine article to a small body of land..... 

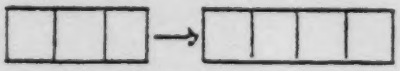
2. Change a demonstrative adjective to a large round number..... 

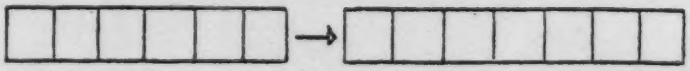
3. Change them to those..... 

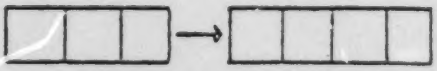
4. Change a foot-step to a country..... 

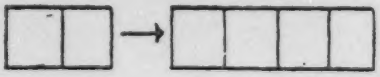
5. Change a part of the body to a part of the day..... 

6. Change a feminine article to a night light..... 

7. Change something you wear on your legs to another part of the body.... 

8. Change give to take.. 

9. Change a masculine pronoun to a male descendant..... 

10. Change a short conjunction to a small piece of money..... 

National Textbook Company

Techniques to improve comprehension

Techniques in foreign language reading.

Foreign language reading starts with those students who are already literate in the target. Reading aloud, clearly and correctly must be learned first. Pronounciation and understanding (transfering of meaning from the target language to English) is an initial important step. It must be mastered first. before reading for comprehension can take place. During this initial phase reading memorized dialogues aloud by the whole class, by groups and finally by individuals, will serve the student to familiarize himself with the graphic script and combine it with what he already knows. From here on further aquisition of new words and structured grammatical phrase combinations should be added. Emphasis should be placed on the ability to identify word groupings within the context itself. From this the student should progress under close teacher supervision to reading small paragraphs and narratives which are geared to student interest. The student should enjoy this type of reading and should not be hampered by difficult grammatical passages which tend to discourage reading motivation. Once the student has made satisfactory progress, he may be given short comprehension tests and quizzes on reading selections at this time. The study program should take place in the closely monitored classroom environment. Extensive outside reading of supplementary literature for leisure and enjoyment should be encouraged. It is during this time that the student will develop distinct reading habits in the target language, and they will start to deduce meaning of unfamiliar terms from context. Thought processes will change and translation into the native language will decrease while direct understanding in the target language will increase. Now the reading material may be of a more complicated nature. Prefered texts should be "up to date" literature of a wide cultural and interest variety. Magazines and carefully selected outside reading materials should have a higher degree of difficulty. Any literature that might cause students to lose interest or instill negative attitudes should be avoided.

Reading in the foreign language, from the beginning to to the achievement of fluency, from translation to total comprehension is a laborious project that requires teacher guidance and assistance and a careful selection of texts while the student is advancing through the different stages of learning and reading activities.

It's the complaint of most Foreign Language teachers that their students cannot really understand what they read. Here are several ways to divert attention from merely decoding words and centering it on the meaning behind these words.

Concept of Reading Readiness-

Students should be ready and eager to read the selection assigned by the teacher. This state can be reached by a little teacher preparation to create reading interest.

1. Give the prime - unhurried - class time.

2. Search the assignment for interest - catching context. Pull out in advance an arresting bit of information, a believe - it - or - not statement, a dramatic situation.

3. Ask preliminary purpose - questions. The students' purpose for reading should not be just to get it over with and completed. Teachers can ask interest catching purpose - questions before students read to help develop reading comprehension. A reading purpose helps direct the readers' attention and forces him to anticipate the author.

4. Make a striking statement. Instead of "For tomorrow read the selection on Napoleon" a teacher might distribute two dittoed statements - one landing him, the other condemming him. Students are to find data supporting each of these viewpoints: "He was one of the most worshipped and one of the most despised men in history. Read to find out why and what you think of him."

5. Read to find out the ending. When the reading lends itself, a teacher might preview the content up to a climax of interest, then break off saying, "If you want to know what happens, read your assignment."

6. Place questions strategically as students sightread. As students are sight-reading orally in class, anticipatory questions can help divert their attention from individual words and center it on the ideas ahead. Get them to predict what is coming next, based on the reading material covered so far.

7. Ask "How would you conclude this story?" Getting the students to predict an ending directs attention to the thought content of fiction.

8. Start the selection orally in class. If timing is just right, the bell will ring when the plot thickens and students are hooked.

9. Help students step into their reading. A preview of the material pre focuses attention on thought content. A short description of characters, clearing up the plots, intriguing the class with promise of drama, etc. will also increase reading comprehension.

10. Have students share experiential background before reading. Background of experiences is even more important when reading a foreign language. Find out what students already know (or think they know) beforehand.

11. Assign reading that forms a unit. Ordinarily the end of an assignment should coincide with the end of an episode in fiction and the end of a thought unit in nonfiction. "Translate to line 30" may do violence to the natural divisional of the content, making it difficult for the student to center his attention on the meaning.

12. Bring the reading close to the students. Faraway times and happenings can come closer when questions top the interests of teenagers, among those personal problems, friendship, love, self - confidence, family, and personal and social problems.
Reminder: Questions asked before the reading can help develop comprehensions. Questions asked after the reading often merely test it.

Reference: E. Thomas and H.A. Robinson, IMPROVING READING IN EVERY CLASS: A SOURCEBOOK FOR TEACHERS, Allyn and Bacon, 1977.

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ASU/1977

TASK ANALYSIS

TASK ANALYSIS: A self-preparation exercise for teachers to be done BEFORE a reading assignment is given. It helps the teacher plan activities to facilitate the understanding of the major concepts, words, and processes needed for the assignment.

HOW????????

STEP 1. Identify the major concepts of the chapter or assignment. These concepts are those ideas that you want your brightest students to know.

STEP 2: Identify the key vocabulary words. These are the specialized and technical vocabulary words that carry the meaning of the major concepts or the words that are necessary to the understanding of the activity.

STEP 3: Identify the processes and/or skills that need to be applied in the assignment. These could be listening, observing, following directions, following a sequence, interpreting charts, pictorial matters, and any of the various comprehension skills and study skills.

STEP 4: Set priorities of the major concepts. Label them thus:

MI (Most Important) - Those concepts which all students should be able to understand and learn

I (Important) - Those concepts which most of the students should be able to understand and learn

LI (Least Important - Those concepts expected of the brightest students to understand and learn

TASK ANALYSIS

(I) Major Concept: The students will review the comparisons of the adjectives and the comparison of equality.

(MI) The students will be able to form the comparative and superlative by adding the definite article, -más and the adjective.

(MI) The students will be able to form the comparative of equality by placing -tan before the adjective and -como after the adjective.

(LI) The students must be able to distinguish dimunative from superlative.

KEY VOCABULARY WORDS

-como	como mi madre
-más	más bonita el más guapo
-tan	tan inteligente
-tanto -tantos -tanta -tantas	tanto como yo

Process and/or Skills

Students will do written work and oral work in the above mentioned areas. The teacher will present pictorial situations and have the students will apply the comparative and the superlative. The students will give adjectives that can be used to finish describing these pictorial situations. They will also be free to say what they feel and have the class less teacher-controlled.

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ASU/1977

STRUCTURED OVERVIEW: A method of presenting vocabulary terms in a reference to the reading material or understandings of an unit.

HOW??????

STEP 1. Complete steps 1 and 2 of the Task Analysis procedure.

STEP 2. Arrange the vocabulary into a schema that shows the interrelationships among the concepts.

STEP 3. Add to the schema vocabulary concepts which will more clearly depict these interrelationships.

STEP 4. Evaluate the overview. Is it clear? Can it be simplified without loss of meaning?

STEP 5. When introducing the overview, display the schema and briefly explain why it is arranged as it is (or let the kids try it). Encourage student input.

STEP 6. Continue use of the overview for the duration of the unit, relating new concepts and vocabulary as the need arises.

BE AS CREATIVE AND VERSATILE AS POSSIBLE when developing the schema. Throughout the semester use different designs, flow diagrams, pictures, outlines, and materials (transparencies, mobiles, bulletin boards, charts, posters, labels, etc.) and all sorts of attention-getting techniques.

The example below was developed by Cathryn Parks and taken from READING AND LEARNING IN THE CONTENT CLASSROOM, by Estes and Vaughan, Allyn and Bacon, 1978.

Material for DRA taken from La galería español, p.286.

I. Purposes for reading.
A. To be able to see comparisons and contrasts between the Latin custom of Carnaval and the American custom of Halloween.
B. To understand and relate to the mixing of an ancient "pagan" custom with a Christian custom.

II. Introduction
A. Have Halloween masks, false faces and costumes on display on bulletin boards, or if this is not possible,have fairly large pictures of people in costumes.
B. Tell students about the Roman custom of Saturnalia, and the Mayan and Aztec's five "lost" days at the end of their year.
C. Ask students when and why people in the U.S. use the masks and costumes.
D. Ask students what people here do to celebrate the beginning of Lent and the coming of Easter--lead discussion towards New Orleans and Mardi Gras.
E. Ask students if they, or anyone else in their family,or a friend, have been in New Orleans and have seen or participated in Mardi Gras--if so have them relate their experiences.
F. If possible, pass around an old issue or two of "Manchete" or "Cruzeiro do Sul"--specifically the Carnaval issues. Make comparison/contrast of U.S. Halloween and its purposes and doings with Latin Americas Carnaval and its purposes and goings on.

III. Preparation for Reading
A. Hand out vocabulary study guide on new vocabulary found in the reading selection. (See attatched sheet) Vocabulary words will be introduced through means of comparison/contrast/definition/ synonyms. Have students work through the sheet, taking about 15 minutes. Then go over vocabulary with students, having them give you the meaning. Where possible, have students come up to the desk and pick out the object the word means and hold it up for all to see. An alternative to this is to have the student act the meaning out, if possible.

IV. Directed Listening/Reading
A. Tell students that you will play a tape with the selection "El carnaval en latinoamerica," and that they are to read along silently with the tape. Tell them that after they have heard/read the selection that they will have a series of questions, first oral, then written, that they will answer on the selection.

B. Play tape selection and have students read along.
C. Questions for reading comprehension. (See attatched sheet)
1. Oral---to be read by teacher and answered orally by students.
2. Written---to be handed out on a separate sheet after the oral questions are done. Students are to be informed that they may reread the selection, but that they are to try and answer the questions as best they can on their own. (These questions are to be turned in to the teacher for checking, and should be returned to the students as soon as possible)

V. Follow-up and Enrichment Activities
A. Have a Latin American national, or American who has spent some time (at least two years) in Latin America come in as a speaker, and possibly do a slide show.
B. Show the film "Black Orpheus" (Orfeo Negro)--This deals specificaaly with the three days of Carnaval in Brasil.
C. Play Latin American songs in class with themes that deal with Carnaval. Provide words in Spanish or Portuguese, and English translations if possible, Some groups or singers to check on: Sergio Mendes and Brasil 66, Chico Buarque de Holanda, and Roberto Carlos.
D. Have students put on a mini-Carnaval for parents, classmates, and/or the school in general. They would have to design costumes and research traditional Carnaval foods and meals.
E. If close to EAster, assign some students to go to Guadalupe and report back to the rest of the class on the traditional Yaqui Easter celebration. Class can then compare and contrast three different cultures and their methods of celebrating Easter.

The oral and written questions below are actually a Three-level Reading Guide sample.

ORAL QUESTIONS

Literal: 1. ¿Quién celebra el Mardi Gras?
2. ¿Cuándo se celebra el Carnaval?

Interp.: 1. ¿Qué causará la celebración del Carnaval?
2. Si se celebra el Carnaval con alegría, ¿Qué va a pasar?

Critical: 1. ¿Escribe el autor en un tono formal o informal?
2. ¿En que maneras muestra el autor que es bien familiar con el costumbre del Carnaval?

Creative: 1. ¿Cómo reacciona al la idea del Carnaval?
2. ¿Como celebraría el Carnaval si estuviera en Río?

Mix: 1. ¿Quién es el Rey Momo?
2. ¿Piensa que el autor no le gusta mucho el Carnaval? ¿Por qué sí, o por qué no?

WRITTEN QUESTIONS

Literal: 1. ¿Quiénes son unos de los disfrazados?
2. ¿Por qué desyían los cables de la luz, teléfono y tranvías en Río?

Interp: 1. Mira a la foto en página 287. ¿Qué está haciendo el grupo? ¿Los hombres?
2. ¿Piensa que es importante lo que el médico dice de trastornos nerviosos?

Critical: 1. ¿Cuál es el propósito de escribir un artículo sobre el Carnaval?
2. "Hay algunos que cantan por amor al canto, otros que buscan en la pálida luz lunar algún alivio a los dolores que los oprimen,"
"¡El Carnaval es así porque así es la vida!"
¿Hace una generalización el autor? ¿Cómo?

Creative: 1. ¿Qué representa para ud. don Burro o don Condorito?
2. ¿Cómo organizaría ud. un Carnaval?

Mix: 1. ¿Qué parece La Habana durante el Carnaval?
2. ¿Para qué propósito menciona el autor el Carnaval en las ciudades de Río, Montevideo y La Habana?

Visualization

Draw a map of the landscape described below. Consider the top of the page as North. Then with a series of arrows trace the path of the airplane from the place where it landed to the terminal.

Our plane made a complete circle and approached the airport from the south. As we followed the bay north, we passed the crowded city on our left. A moment later, the airport came into view. It was a quarter of a huge pie with the cut edges to the south and east, both bordered by four-lane highways. A two-lane road branched off the north-south highway and followed the curved rim of the airport, intersecting the east-west artery.

To the east of the airport, between the highway and the bay, was a row of six oil storage tanks, dime-sized. At either end of this row a pier jutted far out into the bay to accommodate the seagoing tankers which docked broadside along its end. Just one tanker was visible, an oval watermelon seed, beside the northern pier. To the west of the airport were acres of marshlands through which a scum-covered creek meandered until it emptied into the bay beyond the airport.

The longest runways crisscrossed the airport diagonally, like a mammoth X, to allow planes to approach and take off over the bay. Shorter runways, extending north-south and east-west bisected the X.

The entire southwest corner was a vast concrete apron. This housed the spacious terminal building, set crosswise in the very corner. The terminal appeared to be a lengthy rectangle with three finger-like piers extending from the rear toward the runways. Beside the southernmost pier, a jetliner, looking like a giant queen bee surrounded by her workers, was being loaded.

A parking lot to the left of the terminal separated it from a circular building which surrounded an outdoor swimming pool and advertised with the letters M-O-T-E-L on its roof. Six hangers or service buildings completed the arc toward the bay.

We came in from the southeast, and needed almost the entire runway for our landing. Then we taxied back to the middle pier of the terminal.

The above story could be translated into the language being studied and the task remains the same. Visualizing and other comprehension skills can be improved through the use of process guides as the skills are needed to do the functions in the textbook or gain mastery of the language. Other appropriate skills for process guides are sequencing, distinguishing fact from opinion, any of the patterns of organization of paragraph or stories, inferences, and main idea versus details.

Above selection from READING/THINKING SKILLS 6, Continental Press.

CRITICAL READING SKILLS IN THE FOREIGN LANGUAGES

Critical reading skills in the foreign languages do not differ from those critical skills needed in English. The only difference there may be is that in the first two years of foreign language study, more attention is paid to teaching the students how to get the main idea out of what they are reading, than is paid to any other skill. As the students progress, and gain more proficiency in the language, emphasis shifts from main ideas (what could be considered who, what, when, where, why and how). The following (taken from George D. Spache, Reading in the Elementary School, p. 230. (Boston: allyn Bacon, Inc., 1964) is a list of the skills involved in critical reading.

1. Investigating sources
   Search for, evaluation of and collation of viewpoints from several sources. Contrasting and comparing facts and opinions from various sources.

2. Recognizing the Author's Purpose
   Identifying the author's bias, accuracy, competence, and viewpoint, as well as his apparent and hidden purpose in presenting his viewpoint.

3. Distinguishing Opinion and Fact
   Recognizing omissions, distortions, over-generalizations, unverified statements, and faulty conclusions drawn from inadequate or misinterpreted facts.

4. Making Inferences
   Ability to draw one's own inference from the material, to recognize the inference implied by the author's choice of, words, tone or mood.

5. Forming Judgments
   Judging the author and his purpose, his beliefs and standards, and his presentation. Drawing conclusions from the facts, from the inferences and from the reader's judgments. Learning to withhold judgments when emotions are involved or facts are insufficient.

6. Detecting Propaganda Devices
   Identifying attempts to influence the reader by appeals to his emotions, sheer repetition, distortions or omissions, and faulty logic. Recognizing emotionally toned lanugage, appeals to prejudice, and similar devices.

Techniques to improve study skills

Techniques to improve study skills in reading.

Foreign language reading is unlike reading in the native language. It requires a deliberate, methodological approach. As the student advances from listening to speaking, he also passes from reading to writing. Thus the language learning approach occurs sequentially and requires progressive skill acquisition. Reading can best be described as it passes through stages. Each stage requires a different technique to improve the study skills for that particular level.

The most difficult stage in language acquisition is the initial stage. It requires the learning and familiarization with new graphemes. Many languages have a complex and different system that bears no similarity to our own English alphabet. Memorizing and pronouncing graphemes by writing them opposite its English equivalant and listening to their sounds on tapes or records, will help to reinforce familiarization. Where the alphabets only differ in a limited number of symbols, introduction to a new script can be accomplished without any delay. Sound-symbol relationship can be improved through word drills. Once a number of words of similar sounds have been learned, they may be written on the board for further study. Students may form sentences from the list of words until they feel comfortable with the different sounds. Lists of these sentences should be copied by the students and in timely intervals re-read for pronounciation and comprehension. Thus sound-symbol training becomes also a review of pronounciation.

During the second phase the student becomes familiar with memorizing material in different combinations, using pattern drills, and some light application of structured material to guide him in the deduction of content meaning from context. Students must learn now to look ahead. This way they will start thinking in word groups. All oral drills should be geared to the repetition of sentence segments and word groups. A brief outline will normally assist the student in the development of his thought process. The first and the second stage are important steps to create a habit for the reader, encouraging him to read what is spoken.

The third or independent phase prepares the student for the independent reading process. Correct textbook selection is essential. The student needs practice in quickly identifying structural clues and reading without translating into the native language. Under direct teacher supervision three techniques in this phase maybe of particular value. 1. The class

may re-read the passage silently as the teacher reads it aloud. 2. The class may listen with their books closed while the story is being played on a record or tape, or while the teacher is reading it aloud. 3. The students are asked to re-read the selection silently to encourage concentration on language flow. Sociodrama or role playing will create student interest and text familiarization. Since this phase is critical for student motivation, it is re-emphasized, that textbook selection and level of difficulty is very important for the development of good reading habits.

Phase four is the most developmental phase for the student. He will expand his vocabulary and achieve better control of speech and writing. More difficult material is used in the classroom. The student is learning now without the continual help of the teacher. Reading aloud or silently, by themselves or in pairs, so they can help each other to recognize and identify difficulties within the story, they should be able to comprehend what they are reading. Supplementary reading in magazines or newspapers, especially geared for Secondary students, will encourage the reader to read for enjoyment. Now he will be able to extract meaning out of content. The individuals should be encouraged to keep note-books in which they copy words they wish to remember. They should be copied down as phrases or sentences, so that students will always have the correct meaning in context for their appropriate use.

In phase five the student has an almost independent reading level. He now may read short stories and novels and achieve insight into the cultural attitudes and behaviours of other people. Note-taking on details of particular interest, or outlining and subdividing key ideas for better and a more thorough comprehension should be encouraged.

Study skills in the foreign language area.

Foreign language learning requires like so many other subjects unsupervised and thorough outside-the-classroom study habits. We must again accept the traditional rule-of-thumb that a student should average two hours of outside study for each hour of classroom work. This means that a student is on his own two-thirds of the time. There just is no magic answer to foreign language learning, no painless way to memorize grammatical variations and exceptions however the following study hints will improve the students study skills and help him in coping with a foreign language.

Learning to speak a foreign language.

You can't learn a language by "thinking" about it. Nearly all the non-language work which a student is confronted with involves a large amount of thinking. Of course, you are asked to read a certain amount of material and to learn a certain number of facts; but this is only the beginning. The most important thing for you to do is to go home, sit down, and think about these facts: organize them, analyze them, and interpret them. Most students are so accustomed to this "thinking" approach that they try to learn a new language the same, identical way; the results are always disastrous.

A language is a set of habits. All of us speak our own native language with complete fluency. Since we learned this one language so extremely well, it is worthwhile considering just how we did it. It is obvious from the very start that we did not do it by "thinking". We had almost mastered the sounds and structures of the language by the time we were five or six years old, and at that time we could not "think" nearly as well as we can now that we are young adults. Instead of "thinking", we just listened to other people and copied what they said. By doing this over and over again, we eventually built up the complicated sets of habits which now let us talk our own native language with complete ease. The "thinking" which we now do when we talk is concerned almost entirely with what we are going to say(the content), rather than with how we are going to say it (the language).

You must listen and imitate. Young adults trying to learn a foreign language are faced with much the same job as children learning their native language. We cannot use quite the same methods, but the general approach will still be the same; we have got to listen to someone who knows how to speak the language, and we have got to imitate him as exactly as we can. In one way we are worse off than the young children: they start with a clean slate, whereas we are going to find that our native language habbits get in the way all the time. However in an other way we have a distinctive advantage: since we already know one language, we can be told how a new language is put together, how it works, and how it differs from our native language. These directions ("grammar") can speed up the learning process considerably. Their only use, however, is to help us imitate more successfully; they are not an aim in themselves.

You have got to memorize. If a language is a set of habits, the only way to learn the language is to learn these habits. And you do not learn habits by "thinking"; you learn them by practice, practice, practice. In all your other courses you are asked to go home and organize, analyze, and interpret factual data; in your language course you will have to go home and practice the material which you have heard in class over and over again until it becomes second nature. It is as simple - and as hard - as that.

Study out loud. One way to memorize new material would be to read it over silently, again and again. But this would be pretty ridiculous, of course, since you would then be learning not the language itself, but only the way it is symbolized on paper. In addition, it would be enormously ineffecient. In reading silently, you would be using only your visual memory. If you study out loud, on the other hand,you first double your efficiency by adding motor memory, you at least quadruple it, because the motor memory is most efficient of all. (Motor memory is the memory of what you are doing with your muscles). So do all your studying out loud. It enhances your memorization process.

Divide the material into small units. As children, we were all good in memorizing; as young adults this memory ability has been almost educated out of us. Hence a few comments on the technique of memorizing may be helpful. First of all, don't try to memorize a large body of material at once. Break it up into small units. memorize each of these units separately, and then string them all together.

Divide your study time also into small units. If you spend two uninterrupted hours trying to memorize the material of a new lesson, you will do a poor job of memorizing and will probably go stark raving mad in the process. Use a much saner study technique. Start off with twenty minutes to half an hour at the very most; then turn to some other work; then come back for another twenty minutes; and so on. Two hours divided into small bits like this will produce far better results than 120 minutes of straight, agonizing study.

Go from the easy to the hard. Start off by reading the foreign language aloud right out of the book; generally you will have little trouble remembering how the words sounded or what they meant. As soon as you have read a sentence this way, look away from the book and say it again. Only after you have practiced a section of materiallike this several tiemes should you go on to the really hard part: looking at the English and then trying to say the foreign language without peeking. If you have trouble saying a whole sentence in this way, try breaking it into smaller pieces, say each of them individually, and then string the pieces together.

Make full use of the class hours. Language teachers classify their students not by the way they learn a language, but by the way they make use of their class hours. The not so intelligent ones sit back and dream until they happen to be called upon; even if they know the answer, they are not very smart, since they are wasting valuable time. The smart ones pack fifty minutes of practice into each hour of class. When somebody else is reciting, they are mentally reciting right along with him, and hence have new material half memorized even before they go home to study it. Participating in class activities, mentally and orallygives you an edge over those students who day dream and let time go by.

Do not fall behind. Even though steady, day by day work is the best way to learn any subject, it is true that in many courses you can get yourself out of a jam by some high pressure, last minute cramming. Not so with language. Cramming for a language examination is about as sensible as cramming for a swimming test; you cannot learn habits that way. Furthermore, language learning is a highly cumulative process. It is like making a tower out of blocks: you keep building on top of what you did the day before. If you don't keep at the job steadily, pretty soon you are trying to put new blocks on empty spaces. So do not fall behind. Should you fail to prepare for an assignment,

don't be bashful or embarrassed and stay away from class. If you do, making up the work will be twice as hard. Come to class, tell the teacher you are unprepared, and try to learn as much as you can from class room work.

Do you ever need to think? Yes; but in a very special way. Memorizing new material can hardly be called "thinking". You will help yourself enormously if, as you memorize, you think about the grammatical explanations that go with each set of new material. The grammatical section of a new lesson may tell you, for example, about verb endings. After you have read this section, and have said the examples out aloud, start memorizing the new material; and every time you see a verb form, fit it mentally into the scheme that has been just explained to you. This ability to think about the structure of the language is the one big advantage you, as a young adult, have over a child; as a student you should make full use of it.

Soon you will notice that you can even think in the foreign language. A dream or an instantaneus reply in the foreign language is the first indication that your motor memory is running on new fuel.

Techniques to stimulate reading in the Foreign Language area

Techniques to stimulate reading in the foreign language area.

It is difficult to motivate a student in his own native language to pick up a book, close out the rest of the world, and start reading for pure enjoyment and interest. It is even more difficult to inspire a student to start reading and enjoying the literature of a foreign language. No doubt, of all the secondary school students, only a very small fraction will ever have the opportunity to take advantage of their chance and embark on the road of reading in a foreign language.

In order to derive enjoyment and entertainment from reading in a foreign language, many obstacles, unknown to native language skills, will have to be overcome. Usually a High School student in his fourth year of foreign language learning has reached the proficiency to read, comprehend and enjoy literature in a target language other than his native tongue. The techniques following this analysis only touch on the difficulty, and the different opinions expressed by experts in teaching foreign language reading skills.

TECHNIQUES TO STIMULATE READING IN FOREIGN LANGUAGES

One very excellent way to stimulate reading in Spanish is to have students read recombinations of old material, whether it is dialog lines that have been recombined, or vocabulary words over a period of several chapters.

Yet another way is to have the students create a small foreign language -oriented periodical that they put out perhaps once a month, in Spanish (or any other foreign language). This peiodical could talk about what they have been doing in class, news taken from foreign language newspapers, school news, sports, whatever may interest them. There are foreign language student periodicals available through Scholastic Foreign Language Magazines, and they are

Level I	Level II	LevelIII	Level IV
Bonjour Ca va	Ca va	Chez Nous	Loisirs
Que tal El Sol	El Sol	Hoy Dia	
Das Rad	Schuss	Der Roller	Der Roller

Another way to stimulate reading is to start students out on graded readers, where everyone starts out at the same level. Granted, there will still be some students who will read at the primer level better than others, but at least the poorer readers will be on the same level with the better readers (and vice versa). This may stimulate confidence in someone who has never done very well in reading before, and may encourage him that improvement is really possible after all.

Information on foreign language student periodicals taken from Allen and Valette: Classroom Techniques, p. 256. For other suggestions for stimulating reading in foreign languages, see the chapter in Classroom Techniques on reading.

TECHNIQUES TO STIMULATE READING IN FRENCH

1. Display interesting and attractive French magazines such as L'Express, Paris Match, Réalités, and Elle in the classroom. These have a lot of pictures and attract the students' attention, so that they want to read to understand what the pictures are displaying. Use these as well in classroom activities.

2. Have available for students in the classroom books such as the Peanuts series, the Astérix and the Babar series. The comic strip or pictorial approach here again attracts attention. In addition the students are familiar with these in English and are anxious to see what they are like in French. Reading them helps expand vocabulary. You can let students read them independently or make assignments using them. Assign students to read a Peanuts book for example and then create their own version of the strip in French. The same process works with the fairy tales in the target language. Again students are interested in seeing how the French version compares with the one they know in English.

3. Use some kind of reading material in the target language with the students from the time they begin studying the language either cultural or literary. Teach them the techniques for reading a foreign language from the beginning in order to develop good habits. Often presenting interesting cultural facts in this manner gets the students to want to read. If you use literary material such as a supplementary reader, use a book that is very attractive visually. It should contain a lot of pictures or drawings. Students are then enticed to read the book.

4. Select an aspect of French culture or civilization which particularly interests the students and have them do some research on it. Then have them follow that up with some kind of presentation to the class of what they learned. For example, if some students are interested in French cooking, have them read about it, in either French or English, and then do a cooking demonstration for the rest of the class.

5. Encourage them to choose topics of interest and read books on these subjects as they have to do with French culture. The books can be either in English or French. For example, if a student likes history, suggest books dealing with French history for him to look at.

6. Use multi-media stimulation for reading. Show the students a film, then have them do additional research on the subject. Or have them read about a specific subject and then show the film on it. Use tapes or animated cartoon film strips whenever available, to tell the fairy stories along with having students read them. Use music in this way too. The opera "Carmen" in connection with Merimée's short story in English or in a simplified French version is excellent in classes of second year level and above.

7. Have students present dramatic adaptations of literary works they read. This is most appropriate for advanced level classes where the students are doing a good bit of reading in the target language. It can, however, be adapted to the first and second year level as well.

8. Have oral reading/dramatic recitation competition. The article which follows explains how this kind of competition is a motivator.

Newspapers and Foreign Language Teaching

Newspapers from the country being studied are frequently used, as well as favored, learning tools in foreign language classes. A portion of the department's budget usually is earmarked for subscriptions to foreign language newspapers. Sometimes school librarians budget part of their allotments for foreign subscriptions.

Proper use of these materials can enhance the vocabulary of the students, teach current events and make students more aware of the modern culture of the country being studied.

Although newspapers can be used at all levels, ie. advertising is very useful material for beginning students, the following lesson plan is aimed at the fourth year student.

Objectives: At the end of the unit the student will:

1. understand all facts given within the article.
2. answer questions pertaining to the contents of the article.
3. discuss the various aspects of the material contained in in the article. (auf Deutsch, versteht sich).
4. will hold a similar discussion with a partner.
5. will write an essay using the article as source material.

Lesson Plan Outline.

Day 1: article distributed and read aloud to students by teacher.

Day 2: students use basic vocabulary list and read the article in groups, attempting to answer the questions: who, what, when, where, how?, without translating.

Day 3: article freely translated.

Day 4: class discussion of the article (auf Deutsch bitte!). Partner discussion.

Day 5: students choose a topic related to the article and write an essay in German.

Following is a list of book titles that are currently available on the market divided into six levels of comprehensional difficulties. (German)

Group I. Schlafe, lieber Hampelmann.
Die kleine Raupe nimmersatt.
Und wo ist der grüne Papagei?
Lesen I.
Lesen II.
Die 3 Freunde.
Look and learn German.

Group II. Henriette Bimmelbahn.
Die alte Bahn.
Die Löwenkinder.
Wenn Tierkinder schlafen.
Der Junge und der Fisch.
Der goldene Apfel.
Charlie Braun und seine Freunde.
Ich will.....,
Wo die wilden Kerle wohnen.

Group III. Ich will auch in die Schule gehen.
Lesebuch 2 für die Grunschule.
Gedichte.
Aus Kinderbüchern.
Maurus und Magdalaina.
Pekka und sein Pony.
Sandmännchen.
Die heilige Nacht.

Group IV. Emil und die Detektive.
Mein Onkel Franz.
Der Löwe Leopold.
Adler und Taube.
Geschichten vom Löffelchen.
Thomas Vogelschreck.
Die Kinder auf Süderland.

Pulle und Pummi.
Ein Löwe im Haus.
Warum die Käuze grosse Augen machen.

Group V. Meyers Kinderlexikon.
Antworten und noch mehr Antworten: Das zweite grosse Antwortbuch.
Reinecke Fuchs.
Dürer Spielbuch.
Donnerblitzbub Wolfgang Amadeus Mozart.
Terassenturm und Sonnenhügel.
Die besten elf Torhüter.
Astronauten in Gefahr.
Sag, dass es nicht wahr ist.
Lenka.
Das Schloss mit Geheimgängen.
Wer schiesst auf den Kater?
Unternehmen Delphin.
Kennwort: "Schwarzer Brummer".
Tistou mit dem grünen Daumen.
Florentine.
Zwilling Luftballon.
Bienchen, Trinchen, Karolinchen.
Geh und spiel mit dem Riesen.
Moderne Erzähler. (Heft: 2,3,4,14.)

Group VI. Ein Deutschkursus für Kinder
So ein Dackel.
Vater und Sohn.
Was denkt die Maus am Donnerstag.
Ist die schwarze Köchin da?
Das Liederkarussel.
Spiele.
Wie kleine Kinder denken lernen.
Kinder entdeckten Sokrates.
Lesen, Trennen, Zusammensetzen.
Kinderland Zauberland.

BOOK TITLES FOR STUDENTS IN FRENCH

In French

Peanuts Series in French

Ça ne vas pas, Charlie Brown.
Tu n'en reviendras pas, Charlie Brown.
L'Increvable Charlie Brown.
Tu m'en fais, Charlie Brown.

Tintin series of books.

Astérix series.

Barbar series.

Reading for Meaning, series of French readers. N.Y.: Harcourt, Brace & World, Inc., 1966.

Voix françaises du monde noir. Keith Q. Warner, Ed. N.Y.: Holt, Rinehart & Winston, 1971.

Classics in French series, adapt. Jean E. Peyrazat. N.Y.: Simon & Schuster.
Dumas, Alexandre. Le Comte de Monte-Cristo.
Balzac, Honoré. Eugénie Grandet.
Hugo, Victor. Les Misérables.
Maupassant, Guy de. Contes choisis.

Douze Contes de Maupaussant. Ed. Eli Blume. N.Y.: AMSCO Pub.

Cinq Comédies du Moyen Age à nos jours. Ed. F. K. Turgeon. N.Y.: Holt, Rinehart & Winston, 1964.

Cinq Petites Comédies. Ed. R. de Roussy de Sales. French Drama Series. Skokie, Ill.: National Textbook Co., 1966. (adapted for intermediate students)

Contes romanesques. Ed. R. de Roussy de Sales. Skokie, Ill.: National Textbook Co., 1966. (adapted for intermediate students)

Lire et Savoir series from Didier. Paris: Librairie Marcel Didier.
Goustine, Giselle de. Contes du Zougou-lougou Bamba.
Souvira, Odette. Partira ne partira pas?
Treherne, Madeleine. Rossignols en cage.
Fourré. Les Fleurs de mer et autres contes.
Beaumort, Pierre, ed. La Chanson de Roland.
Labiche, Eugène. Le Voyage de M. Perrichon.
Hersay, Gilles. Les Messagers mystérieux.
Igot, Yves. La Fête au village.
Tiacoh, Gabriel Konadio. La Légende de N'zi le Grand, Guerrier d'Afrique.
Renard, Colette. Un dossier perdu.

Gide, André. La Symphonie pastorale. Ed. O'Brien & Shackleton. Boston: D.C. Heath, 1954.

Goscinny, René and Jean-Jacques Sempé. Les Aventures du petit Nicolas. Ed. Charles Kaplan. N.Y.: The MacMillan Co., 1966.

In English translation

Flaubert, Gustave. Madame Bovary.
Voltaire. Candide.
Proust, Marcel. In Search of Time Lost.
Camus, Albert. The Stranger.
Ionesco, Eugène. Four Plays by Eugene Ionesco. Tr. Donald M. Allen. N.Y.: Grove Press, Inc., 1958.

Books in English on French Civilization

Adams, Henry. Mont St. Michel and Chartres. N.Y.: Doubleday.
Horizon Caravel Book Series by Horizon Magazine. N.Y.: American Heritage Publishing Co., Distribution by Harper and Row.
Williams, Jay. Knights of the Crusades.
Jacobs, David. Master Builders of the Middle Ages.
Williams, Jay. Joan of Arc.
Winston, Richard. Charlemagne.

Periodicals in French.

Bonjour paper used in classroom.
Paris Match, L'Express, Elle, Réalités, magazines used in classroom.

For more advanced levels in French

Bédier, Joseph. Le Roman de Tristan et Iseut (légende médiévale modernisée)
Camus, Albert. L'Étranger. (or in English)
L'Exil et le Royaume. (or in English)
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This article deals with three major areas in reading foreign language.
1) building a more substantial vocabulary--by increasing sight vocabulary
2) mastering grammer - syntax, sentence structure and nomenclature
3) acquiring ability to think in the language - by drawing parallels with own language and anticipating author's thoughts.

Hafner, Lawrence E. Improving Reading in Middle and Secondary Schools - Second edition. New York: Macmillan, 1974
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Suggests four techniques in the code-breaking process 1) sight 2) phonics 3) context 4) structure. He presents a model lesson in French utilizing all of the above; a drilling the whole word by sight in Spanish, a drilling sound symbol correspondences in German, and additional drills and examples.

Hafner, Lawrence E. Developmental Reading in Middle and Secondary Schools, Macmillan, 1978, pages 429-450 Chapter 18 "Teaching the Reading of Foreign Languages"

Chapter 18 specifically deals with ideas for teaching the skills supporting reading: listening, speaking, and writing with some research and practical application. Many of the sections of the book pertain directly to Foreign Language.

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A rather extensive look at how to go beyond decoding to reading for meaning in the foreign language. How to apply comprehension techniques in reading a foreign language. Discussed are reading readiness, deriving meaning from context, vocabulary development, use of PQRST to grasp meaning of a passage, how to ask questions to stimulate interest with many examples from classroom experiences.

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Reading skills in a foreign language equate largely with the skills required in English classes; however, he discusses additional dimensions of decoding the language, and skills specific to foreign language learning.

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The author skips over vocabulary skills and discussed other reading and study skills pupils must possess to learn a language. 1) distinguish between sounds 2) memorize technical vocabulary 3) read orally 4) think quickly 5) read about foreign cultures 6) visualize as they read. She presents two surveys. One to determine ability to hear sounds in words and the other to find out how much students know about English words with foreign origins.